



Minority, Women and Disabled Students
Faculty and Staff
Annual Report / 1993

Southern Illinois University


**SEVENTH ANNUAL REPORT
TO THE SOUTHERN ILLINOIS UNIVERSITY
BOARD OF TRUSTEES
ON
GOALS AND PLANS
TO IMPROVE THE PARTICIPATION AND SUCCESS
OF
MINORITY, WOMEN, AND DISABLED STUDENTS
IN ACADEMIC PROGRAMS;
AND THE
RECRUITMENT AND RETENTION
OF MINORITY, WOMEN, AND DISABLED
FACULTY AND STAFF**

**OFFICE OF THE CHANCELLOR
SEPTEMBER 1993**

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Acknowledgements

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Executive Summary

Overall SIU Goals

The following goals guide Southern Illinois University's efforts to improve the representation, participation, and success of minorities, women, and the disabled in all facets of its environment.

1. To reaffirm SIU's commitment to the full participation of minority, women, and disabled students, faculty, and staff in the academic community, thereby building a model for the diversified, integrated society we seek.
2. To improve the preparation and thus the opportunity for success in academic programs of entering minority, women, and disabled students.
3. To increase the participation of minority, women, and disabled students in academic programs where they are at present underrepresented.
4. To improve the recruitment, retention, and completion rates of minority, women, and disabled students in academic programs. *where they*
5. To improve the recruitment and retention of minority, women, and disabled faculty and staff.
6. To establish throughout the University an environment sensitive to and supportive of minority, women, and disabled students, faculty, and staff.

Summary

Institutional efforts at SIUC, the School of Medicine, and SIUE to increase the participation and success of underrepresented and disabled students, faculty, and staff continue. This 1993 report, the seventh annual report to the SIU Board of Trustees, describes efforts to continue and enhance on-going programs and to undertake new initiatives to improve underrepresented and disabled student and staff participation and success throughout the University. At both SIUC and SIUE, efforts were focused this year on evaluating and strengthening programs for underrepresented groups, on monitoring minority student progress, improving campus climate, and improving coordination of programs and services.

At SIUC examples of initiatives undertaken this year include: development of a videotape and handbook for use in recruitment and retention of Hispanic students; development of an instrument to assess Hispanic and Asian Students' perceptions of campus climate; presentations on campus by nationally known educators and professional entertainers; and

development of a plan in the Graduate School to target and prepare talented minority and women undergraduates for graduate and professional school; initiation of policies to insure inclusion of women in all applicant pools; hosting of an educational roundtable for women medical students at the School of Medicine; and implementation of a process to assess disabled student's perceptions of the appropriateness of academic and student service programs for disabled students. At SIUE, examples of initiatives include: funding of a new program designed to reduce prejudice and increase acceptance and harmony among different racial, cultural, and ethnic groups; presentation of a workshop on cultural diversity which focused on diversity planning, characteristics of cultural groups, and principles for effective communication with diverse groups; hosting of the Midwest Association for Latin American Studies and the Illinois Conference on Latin American Studies; presentation of seminars and other activities focused on women's concerns and issues; installation in the Office of Disabled Student Services of a voice-activated computer for disabled students having limited or no use of their hands; and establishment of an ADA Compliance Committee to determine priorities in making modifications required by the Americans with Disabilities Act.

This report includes trend data on enrollment, academic achievement and graduation rates of minorities, women, and the disabled, and employment of minority faculty and staff. Additionally, detailed information is presented on selected topics identified for in-depth focus by the Illinois Board of Higher Education, including: improving the campus climate for minority students, recruiting and retaining faculty from underrepresented groups, and recruiting and retaining graduate students from underrepresented groups.

The percentage of Black and Hispanic student enrollment continued to increase at SIUC and SIUE. Efforts at SIUE to recruit and retain minority, women and disabled students have been positive. The female student population at SIUE continues to exceed the number of male students at both the graduate and undergraduate levels. Females also received more degrees than males. At SIUE, enrollment of black undergraduate students during Fall 1992 represented 15.9% of the total undergraduate student population, exceeding the 12% black population in the 14-county area served by SIUE. The total number of undergraduate students in other ethnic groups at SIUE remains relatively small, yet the American Indian/Alaskan Native group increased by 72% and the Hispanic student population increased by 50%.

During 1992-93, minority enrollment at SIUC was at 14%, its highest in 10 years, with 10% of the total population African-American, 2% Hispanic, 2% Asian-American, and Native Americans about one-half of one percent. This year SIUC received national recognition for its success in graduating African-American students. The journal, *Black Issues in Higher Education*, analyzed 1989-90 data from nearly 6,000 institutions and ranked SIUC first among predominately white institutions in graduating African-American baccalaureate students.

At SIUC, the 1993 fall semester entering freshman class included the highest proportion of women (43.6%) in the past five years. Undergraduate women's enrollment was up in areas where women are traditionally underrepresented; women undergraduate enrollment in the College of Science reached a five-year high of 38% in 1992 while women's enrollment in the

School of Law was up from 31% in 1988 to 41% in 1992, and female enrollment in the School of Medicine was up from 35% in 1988 to 40% in 1992. Overall the grade point average for undergraduate students, both men and women, at SIUC is increasing, with women's grade point average just slightly higher than men's. In 1992, 87% of female and 85% of male undergraduate students were in good academic standing.

The programs and activities for underrepresented groups at SIUC, the School of Medicine, and SIUE continue to be important areas of priority and emphasis, even though budgets are constrained and the attention of the University community has been diverted during the past two years toward the Priorities, Quality, and Productivity initiatives undertaken and in process. As noted above and in the campus sections of the report, there have been many positive outcomes for students, faculty, and staff as a result of these efforts. These programs and activities, like others within the University, will continue to undergo scrutiny to determine effectiveness and to assess their relative importance among competing priorities. However, the University remains committed to continuing and strengthening where possible its efforts to enhance the participation and success of minorities, women, and the disabled, and will work during the coming year toward that end.

Southern Illinois University at Carbondale
Minority, Women, and Disabled
Students, Faculty and Staff
Annual Report 1993

Annual Overview

Introduction

Enhancing the participation and achievement of underrepresented students, faculty, and staff continues to receive focus. Although there were few new initiatives, concerted efforts were made to enhance and expand the effectiveness and success of continuing programs, services, and activities.

Efforts were expanded to ensure that underrepresented students, faculty, and staff were exposed to activities, speakers, and programs that addressed their unique needs. Among the speakers brought on the SIUC campus during the past year were Lou Gossett, Jr., Dick Gregory, Kesho Scott, Jawanza Kunjufu, Nancy Barcelò, and Maxine Baca Zinn.

Also continued and expanded were efforts to help increase the University's ability to respond to ADA requirements. A cross-section of the University's staff came together to develop a comprehensive staff training program. During the past year, this package was used to train the President, his senior administrative staff, the three Vice Presidents, and their administrative staff. In the coming year, the program will be used to sensitize the remainder of the college campus community.

On April 20, 1993 the Faculty Senate adopted a new General Education curriculum. The revised curriculum contains a new area for multicultural and interdisciplinary work titled Integrative Studies for a total of six semester hours. Because multicultural work is inherently interdisciplinary, it offers opportunities for faculty to explore and model the kind of community possibilities suggested by the multicultural ideal. Integrative Studies offers students an opportunity to make connections between domains of experience and knowledge to gain a larger picture of human culture and knowledge.

To meet the Integrative Studies requirement, students will take a course in "Domestic Diversity", an upper division, interdisciplinary seminar. For "Domestic Diversity", students will take one course dealing with race, ethnicity, gender, and class in the United States. Courses proposed for this area can be historical or contemporary or some combination of both in approach.

New initiatives for women included full implementation of services provided by the Women's Faculty Mentoring Program, the development of a Civil Service networking group, and the creation of a task force to examine systematically the causes behind the underrepresentation of women in the University and in certain disciplines.

This year's report will describe activities and initiatives implemented during the past year. The report will also discuss trend data for the past year and selected trends for the past four to five years. Following the format of the IBHE 1993 report to the General Assembly, the section on minority data will highlight African-American and Hispanic data. The focus on these two groups should not be misinterpreted as neglecting our responsibilities to the Native American and Asian-American populations. In fact during the coming year concerted efforts and resources will be devoted to enhancing programs and activities designed to serve our Asian-American population. The ground work for some of these activities was laid this year.

Minority Students

To be recognized, acknowledged, and honored for excellence in any endeavor and to be considered first is a universal goal. Moreover, to be recognized in an area highly valued is extremely gratifying and rewarding. This year SIUC received recognition nationally for its success in graduating African-American students.

For the past two years *Black Issues in Higher Education*, a nationally recognized journal in higher education, has analyzed graduation data compiled by U.S. Department of Education Research and Improvement. The journal evaluated nearly 6,000 institutions. Only schools in the 50 states and the District of Columbia were considered. This year's report analyzed 1989-90 data and ranked institutions by the number of post secondary degrees awarded to minorities.

SIUC's long and continued commitment to minorities and other underrepresented groups was rewarded. During the academic year 1989-90, baccalaureate degrees were awarded to 782 African-Americans, 8.2% of the University's baccalaureate degrees awarded. When compared with predominately white institutions, SIUC ranked first in graduating African-American undergraduate students. When compared with all institutions, including predominately African-American and historically African-American institutions, we ranked fifteenth. In last year's report we were ranked sixth and twenty-seventh, respectively, thus indicating that we are making significant progress in our efforts to improve the status of African-American students and to fulfill our charge, which is to provide needed support and the opportunity to succeed and, ultimately, graduate.

This is the second report on degree producers, and SIUC is pleased to have improved in some rankings and to have been listed on so many others. A summary of SIUC's rankings from *Black Issues in Higher Education* follows, with comparisons to last years' rankings when available:

Rankings	1992	1993
Minorities		
Bachelor Degrees	59th	35th
Doctoral Degrees	43rd	43rd
Bachelor Degrees, Communications		49th
African-Americans		
Bachelor Degrees		
All Schools	27th	15th
Predominantly White Schools	6th	1st
Communications		49th
Education		2nd
English	49th	---
Engineering, Computer Science & Math	21st	22nd
Health Sciences		7th
Life Sciences	28th	---
Doctoral Degrees	13th	11th
Hispanics		
Bachelor Degrees Education		23rd
Bachelor Degrees Health Science		19th
Native Americans		
Bachelor Degrees	45th	36th
Engineering, Computer Science & Math		18th

1992 ranking = degrees conferred 1988-89, 1993 ranking = degrees conferred 1989-90

Goals & Objectives—Minorities

Improve the preparation and thus the opportunity for success in academic programs of first-time, first-year minority students.

Improve the preparation and thus the opportunity for success in academic programs of transferring minority students.

Increase the participation of minority students in academic programs where they are presently underrepresented.

Improve the recruitment, retention, and completion rates of minority students in academic programs.

Initiatives—Minorities

During the past year numerous activities were initiated or expanded to improve the quality of the campus environment for minorities. The list, although not exhaustive, documents and demonstrates the University's interest in developing a supportive environment that provides opportunities for minority students. The following list represents initiatives sponsored by the University during the past year:

- **Established and Awarded Scholarships**
Eleven minority students (out of 40 applicants) received academic scholarships. Financing was the result of endowments (Presidential Minority Scholar Award, African-American Achievement Scholarship, and Wrophas and Dianne Meeks Academic Excellence Award). Each applicant had achieved a cumulative grade point average of 3.0 (out of a 4-point scale) or higher.
- **Increased Minority Participation Scholarships**
The number of African-American and Hispanic students under the Minority Participation Award Program grew from 21 full-budget scholarships in 1991-92 to 24 in 1992-93. Further, the good standing rate increased for scholarship students returning for their second year from 70% to 90%.
- **School of Law Retains Fellows**
The 1992 entering class included 20 minority law students (17% of the class). Of the 11 Dean's Fellows who began the 1992-93 year as third year law students, 10 were graduated in May, 1993.

- **Black American Studies Director Named**
Dr. Robert Guthrie, Professor of Psychology, was appointed Director of the Black American Studies Program. Dr. Guthrie, who joined SIUC staff in 1991, is a nationally recognized psychologist.
- **Graduated Minority Personnel for LD/EMH Minority Children and Youth** Four minority students graduated this year in special education from the program to prepare minority personnel for learning disabled/emotionally mentally handicapped minority children and youth program. This program was initiated in 1990 by the College of Education through a grant from the U.S. Department of Education with the goal of training minority administrators for the Chicago area.
- **Participated in Hispanic Career Conference**
The University sponsored 10 Hispanic students at the HACE Career Conference in Chicago.
- **Hosted Teleconference**
SIUC staff and students participated in a teleconference on *Hispanic Issues in Higher Education*.
- **Agricultural Science Recruitment Growing**
The Chicago High School for Agricultural Science Recruitment Program (CHSAS) has yielded results. Two past participants are enrolled this year in the College of Agriculture. Twenty-six CHSAS students have been admitted to SIUC. Over 100 current CHSAS students have contacted the College of Agriculture for information about programs at SIUC.
- **Established Minority Participation Program with John A. Logan College**
This year we collaborated with John A. Logan College in securing a Higher Education Cooperation Act (HECA) grant to establish a minority transfer center on the John A. Logan campus. The primary goal of this program is to encourage and support the inner-institutional transfer of minority students. Additionally, a dual-enrollment program for selected freshmen has been proposed.
- **Medical Student Group Recognized**
The SIU School of Medicine chapter of the Student National Medical Association, a student organization for minorities, received both increased funding for their Scholarship for Disadvantaged Students and the Outstanding Chapter Award this year.

- **Business Student Group Recognized**
For the third consecutive year, Blacks Interested in Business (BIB) was named the Outstanding Student Organization in the College of Business and Administration (out of 17 organizations).
- **Increased Visibility Education Student Group**
The Organization of Multi-Ethnic Students in Education (OMESE) became a registered student organization, making this group eligible for student fee funding and activity support.
- **Expanded Patricia Roberts Harris Fellowship Program**
The Masters of Public Affairs program was added to academic programs supported by Patricia Roberts Harris program. Other graduate programs supported by the Patricia Roberts Harris program include rehabilitation, psychology, and speech communication. Currently, seven doctoral fellows are receiving support.
- **Offered Pre-Employment Skills Training**
University Career Services and the Affirmative Action Office co-sponsored a six-week Pre-Employment Skills Training group. The group was made up of 12 minority undergraduates—six African-American males, five African-American females, and one Hispanic female. The focus of the group was to improve students' employability, effectiveness in writing resumes and cover letters, and interviewing skills. Group members also participated, successfully, in a job search involving 37 companies and three school districts.
- **Published Hispanic Student Handbook**
This spring a handbook for Hispanic students was printed and distributed. The Hispanic Student Council made a major contribution in the preparation of this document. The handbook will be used to enhance the recruitment and retention of Hispanic students.
- **Developed Hispanic Students Video**
Last year a videotape entitled *The Hispanic Experience* was created and distributed. The New Student Admissions staff is making great use of this tape to attract Hispanic students. The videotape is also a tool for retention.
- **Scholarships for Academically Talented Minority Students**
The School of Medicine awarded scholarships to two academically talented minority students. Funds used to support these students were generated by the Academically Superior Minority Student Scholarship program sponsored by the School of Medicine.

- **Initiated the Assessment of Campus Environment for Asian-American and Hispanic students** A previously developed and utilized instrument to assess African-American student perceptions on our campus is under revision to serve other populations. When completed the instrument will be used to fulfill an IBHE request that each campus regularly assess the environment for minority students.
- **Invited to Participate in African-American Student National Survey**
This year SIUC was invited by the Educational Testing Service to participate in a national survey. The purpose of the project was to survey predominantly white undergraduate institutions that graduate large numbers of African-American students. The invitation to participate was based on our national reputation for graduating high numbers of African-Americans.
- **Published Guide for Minority Students Interested in College**
The guide, *Helping Your Child Prepare for the Future* offers minority students in junior high advice and encouragement in preparing for college and is designed to assist parents.
- **Workshop for Campus Administrators**
Mr. James Lincoln (Vice President for Enrollment, Grinnell College) conducted a minority initiatives "Unlearning Racism Workshop-Experiences With Diversity" for campus administrators.
- **Conditional Acceptance Program**
During the past year the School of Medicine initiated a program which allows a maximum of six MEDPREP students acceptance into the SIU School of Medicine contingent upon their performance in a three semester faculty designed preparation program plus a summer prematriculation program.

Progress in Meeting Goals

Enrollment Trends—Minorities

Among the University's major goals is to achieve an enrollment of underrepresented minority undergraduate, graduate, and professional students that reflects the population of the state of Illinois, based upon the 1990 Illinois census. A comparison analysis of SIUC's enrollment against the state population revealed that during the past year we made slight progress in obtaining parity between state African-American and Hispanic populations and campus enrollment. In 1991 the ratio between African-American state population and students enrolled was approximately 68%; in 1992 the ratio increased slightly to 70%. The ratio between the Hispanic population and student enrollment increased from approximately 24% in 1991 to approximately 25% in 1992.

RACIAL COMPOSITION

Southern Illinois University at Carbondale Students Compared to State of Illinois Residents

	Illinois Population (11,430,602)	Total Student Population (24,766)	Percentage of Disparity	Undergrad. Population (20,339)	Graduate Population (4,427)
White (non-Hispanic)	74.8%	75.0%		75.4%	73.0%
Black (non-Hispanic)	14.6%	10.2%	<30%>	11.0%	6.6%
Hispanic	7.9%	2.0%	<75%>	2.1%	1.3%
Asian, Pacific Islander	2.4%	1.6%	<33%>	1.6%	1.9%
American Indian, Eskimo	0.2%	0.4%	100%	0.4%	0.2%
Other/unreported	0.1%	2.0%		2.4%	0.4%
Non-resident aliens (foreign students)	----	8.8%		7.1%	16.6%
	----- 100.00%	----- 100.0%		----- 100.0%	----- 100.0%

Illinois population data is based on the 1990 census.

Student data based on the Fall 1992 10th-day enrollment including foreign student enrollment.

Freshman Enrollment

The University is committed to ensuring that minority students continue to have the opportunity to enroll in Southern Illinois University at Carbondale. An analysis of the incoming freshmen data reveals an encouraging trend. Although there was a slight decrease in the percentage of African-Americans entering the University as first-semester freshmen between 1991 and 1992 (from 18.0% to 16.4%), a greater percentage met established entrance requirements. In 1991 51.5% of entering African-American freshmen were admitted through the Center for Basic Skills (a select admissions program); this figure decreased to 39.1% in 1992.

The percentage of Hispanic freshmen enrolled remains somewhat stable. In 1991 Hispanic students constituted 2.5% of the freshmen class. This figure increased to 2.7% in 1992. In 1991, 14.3% of Hispanic first-time freshmen were admitted as Center for Basic Skills students. In 1992 the percentage increased to 18.3%.

Representation - Minorities

For the 1992-93 school year, SIUC's total enrollment was 24,766 (based on the Fall 1992 10th-day enrollment). Of this total over 14% were minorities (3,519). This is the highest enrollment of minority students in the past ten years. Approximately 10% (2,527) of the total population was African-Americans, followed by 2% (486) Hispanics,

2% (412) Asian-Americans, and Native Americans accounted for a little less than one-half of a percent (94) of the total enrollment. [Table 1 and Table 2]

In the past year minority representation has increased in each of the four groups. The total University minority population increased from 13.8% in 1991 to 14.2% in 1992. In 1993 the enrollment totals for African-Americans (10.2%) and Hispanics (1.96%) represent the highest percentage enrollments in the past decade.

- The percentage of African-American students increased from 9.96% in 1991 to 10.20% in 1992.
- Hispanic student population increased from 1.89% 1991 to 1.96% in 1992.
- The Asian and Native American enrollment also increased. The respective figures were for Asians 1.58% to 1.66% and Native Americans from .37% to .38%.

While many academic programs have experienced an increase in minority representation, the successes of the colleges of Agriculture and Business and Administration are noteworthy. In the last six years, both colleges have more than doubled their undergraduate minority enrollments. Comparably, the School of Law has more than doubled the representation of Asian-American students in the same period. The School of Social Work has better than doubled the representation of Hispanic undergraduate students.

Academic Achievements - Minorities

Helping students, particularly minority students, succeed in academics is among SIUC's major concerns and major challenges. Factors that are normally used to assess students' performances are academic status, grade point average, and persistence rate. In the following section trends of minority students in general, and African-American and Hispanic students in particular, will be presented and discussed. [Table 3 and Table 4]

The percentage of students in academic good standing is a useful indicator of undergraduate students' academic achievement. The data reveals that the overall performance of minority students is improving:

- The percentage of African-American undergraduate students in good standing is encouraging. Between 1991 and 1992 the percentage of African-American students in academic good standing increased by seven percentage points, from 65% to 72%. In the same period Hispanic students' percentage decreased slightly from 83% to 82%. During this period the variance

between African-American students and white non-Hispanic students decreased from 21% to 15%, thus suggesting that we are making gains in our efforts to attain parity between minority students, particularly African-Americans, and the majority undergraduate student population.

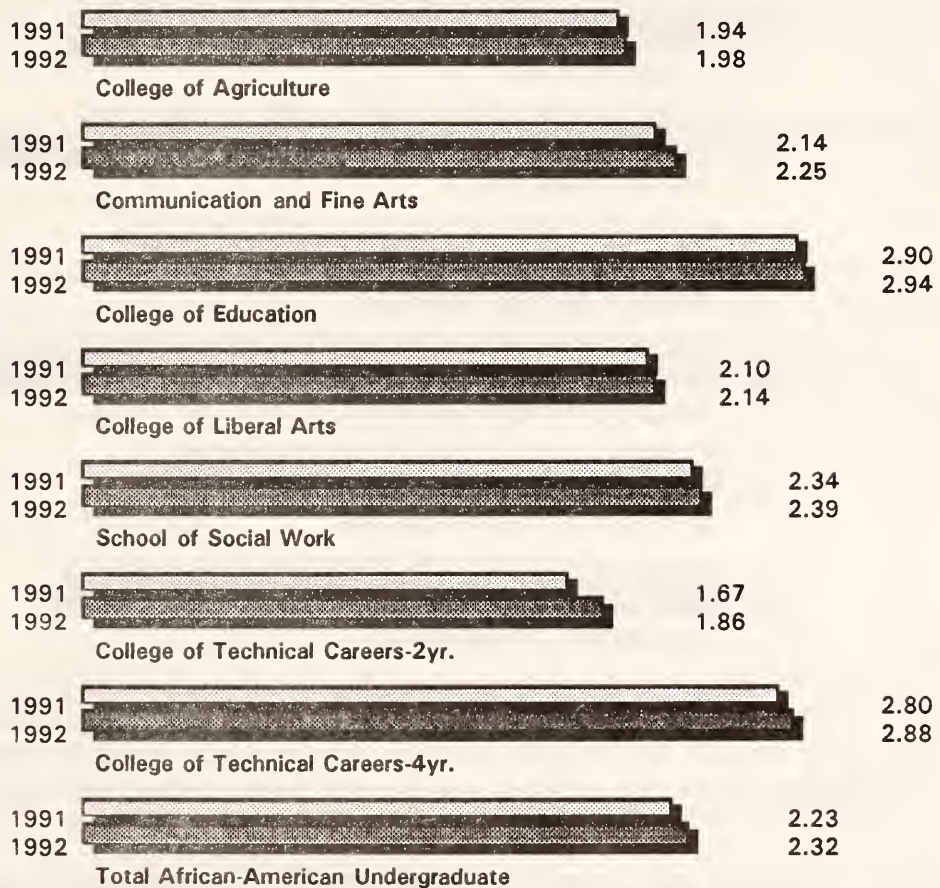
- In 1991 77% of the student body was in good standing; in 1992 that percentage was 86%.

The mean grade point average is the criterion used to assess, document, and demonstrate students' academic achievements. An analysis of 1991 and 1992 data reveals the following trends for undergraduate minority students:

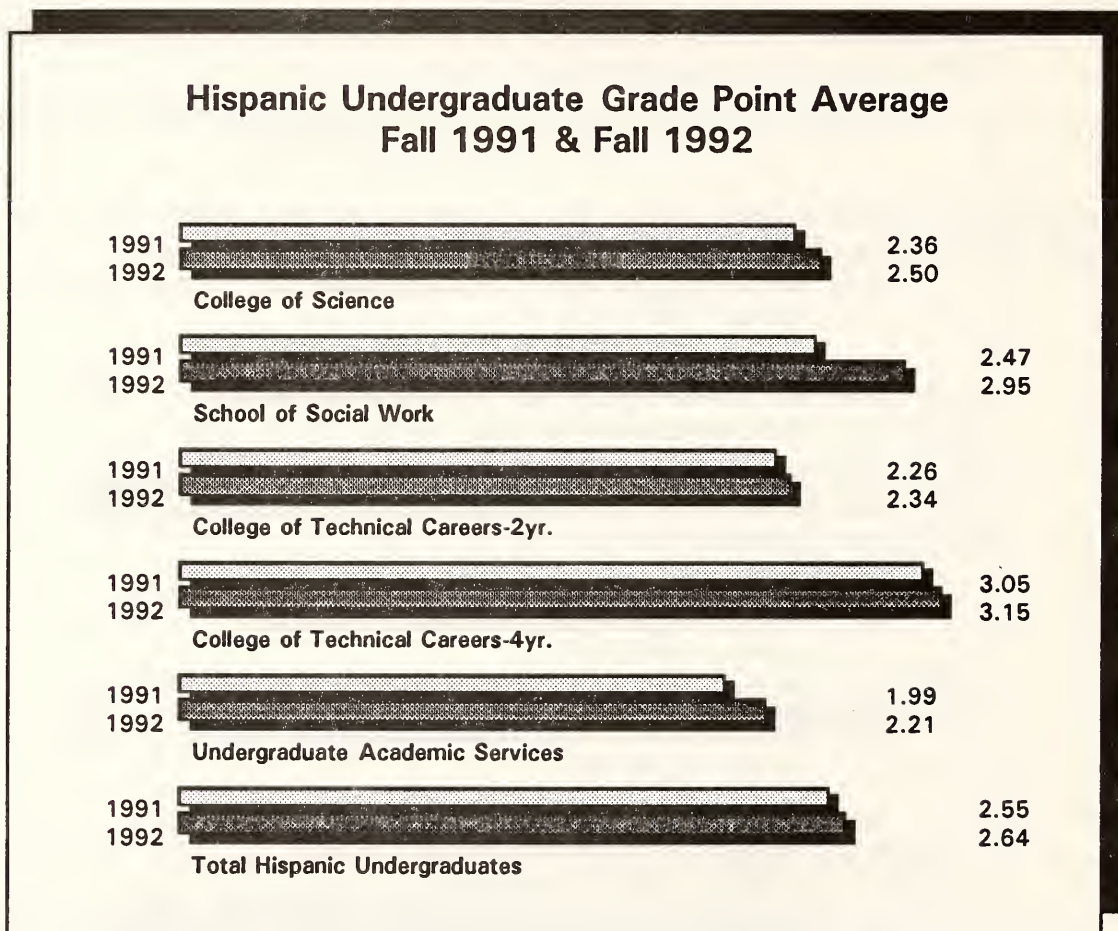
- Among the four underrepresented undergraduate minority groups, African-Americans and Native Americans have made the largest gains. Both groups improved their grade point average by .09 between 1991 and 1992. African-Americans increased from 2.23 in 1991 to 2.32 in 1992; Native Americans increased from 2.55 in 1991 to 2.64 in 1992.
- The African-American undergraduate students' grade point average is the highest in five years. There has been a .24 improvement in the past three years alone.
- The grade point average for Hispanic undergraduate students decreased slightly between 1991 and 1992, from 2.66 to 2.64.
- Overall the grade point average for the total University undergraduate population is at the highest in the past five years (2.72); in 1988 it was 2.44.

An analysis of student performance in the various colleges reveals that overall the following academic units experienced an increase for undergraduate African-American students:

African-American Undergraduate Grade Point Average Fall 1991 & Fall 1992



Hispanic undergraduate student academic performances increased in the following academic units:



Graduation Trends—Minorities

In last year's report we stated that SIUC is challenged to improve minority student graduation rates until they reasonably approximate that of non-minority students. In spite of SIUC's relatively high national ranking among predominantly white institutions regarding its ability to graduate African-American students, we remain challenged and committed to increasing the graduation rates of all minority students. Last year's report provided a detailed and comprehensive report on year six graduation trends of students that entered the University as freshman between the years of 1982 and 1985. An examination of the graduation and persistence data continues to document the gap that exists between the minority and non-minority students. The widest disparity

continues to be between African-American students and White students. We will continue efforts to decrease the gap. A similar trend is also noted when the graduation data of transfer students is examined. [Table 5 and Table 6]

- Graduation rates for minority transfer students (after four years) increased significantly for the class entering in 1988 (44%) over 1987 (37%). Non-minority graduation rates for the same classes rose modestly (from 57% to 58%).
- African-American transfer student graduation rates rose from 27% to 33% over the last year.
- Hispanic transfer student graduation rates matched a six-year high of 56% this year, up from 50% last year.
- Minority retention in the School of Medicine exceeded 98% last year.

Persistence Data

Minority undergraduate student persistence rate (measured by the second and third year return rate) suggest that both African-American and Hispanic student persistence is lower than white students. However the degree of disparity in the gap is not consistent. This year the rate reasonably approximates the persistence rate of non-minority students. Our challenge is to decrease the disparity. [Table 7 and Table 8]

Women Students

Programs sponsored by the University to identify and provide leadership to respond systematically to the unique needs of women students continued this year. The two programs that provide direct services to women students are Women's Studies and Women's Services. The University Women's Professional Advancement program and Non-traditional Student office also provide services that are of assistance to women students.

Increasing access to the University, in general, and to selected disciplines, in particular, is among the major challenges confronting the University in its attempts to achieve equality between sexes. Additionally we are committed to insuring that women students are provided with the support and opportunity to excel.

In the past many assertions have been advanced regarding the relatively low enrollment of women students at SIUC and their participation in select academic disciplines such as science, engineering, and technology. We believe that before we can

reasonably and realistically address these critical issues we first must determine and identify some of the conditions, situations, and issues that result in the existing enrollment pattern of women students.

In last year's report we stated that SIUC wanted women to consider disciplines where they are presently underrepresented. During the past year a university-wide task force representing varied offices was established by President John Guyon to examine the enrollment and career trends of women students. The task force (which is under the direct supervision of the Executive Assistant to the President for Affirmative Action/Equal Opportunity) is chaired by Drs. James Scales, Director of University Career Services, and Jan Henry, Director of University Women's Professional Advancement. Ascertaining why there is a relatively low percentage of women matriculating at SIUC and what, if anything, could be done to increase the underrepresentation of women students in certain disciplines, particularly technical and scientific areas, are among the committee's major goals. The committee is currently collecting and analyzing national, regional, state, and local data. The completed report is anticipated by the end of the 1993 Fall semester.

Goals & Objectives—Women

Increase the participation of women students in academic programs where they are presently underrepresented.

Improve the recruitment, retention and completion rates of women students in academic programs.

Initiatives—Women

- **Disseminated Information on Sexual Assault**
The Presidential/Mayoral Task Force on Sexual Assault brought campus and community leaders together to fill service gaps and effectively coordinate service delivery between campus and community for sexual assault victims. This year a brochure was developed, and 30,000 were distributed across the University and community. Also, a comprehensive set of education-related recommendations were developed and submitted to the President.
- **Offered Workshops**
Women's Studies offered two Curriculum Integration workshops during the Teaching Assistants Orientation Week in August 1992, as well as four additional workshops throughout the fall semester. They also offered seven other workshops to other departments throughout the year.

- **Hosted Speakers**
Kesho Yvonne Scott spoke in February to discuss unlearning racism. Maxine Baca Zinn's March visit addressed *How Latina Feminism Redefines Difference and Domination*. This past February, Christine Iijima Hall, Assistant Vice Provost at Arizona State University, spoke on the *Importance of Diversity*.
- **Sponsored Roundtable**
The American Association of University Women hosted an educational roundtable for women medical students on the Springfield campus in March to develop an action agenda on ending gender bias in schools.
- **Annual Meeting with Local Physicians**
Female medical students meet annually with local women doctors in order to discuss issues of concern to women in medicine.
- **New Leadership for Women's Studies**
Dr. Beverly Stitt is the new Women's Studies Coordinator. She intends to continue many of the initiatives sponsored by her predecessor. However, she plans to add some new activities and focus. She intends to conduct grant writing workshops and coordinate collaborative research programs for Women's Studies and with other departments and colleges to bring more opportunities for research for Women's Studies faculty and Students.
- **Expanded Women's Studies Library**
The Women's Studies Library has obtained over 70 new books this fiscal year. Women's Studies filled approximately 125 requests for information on their on-line search program, "Clearinghouse Search System: A Retrieval System for Bibliographical References on Women of Color and Southern Women."

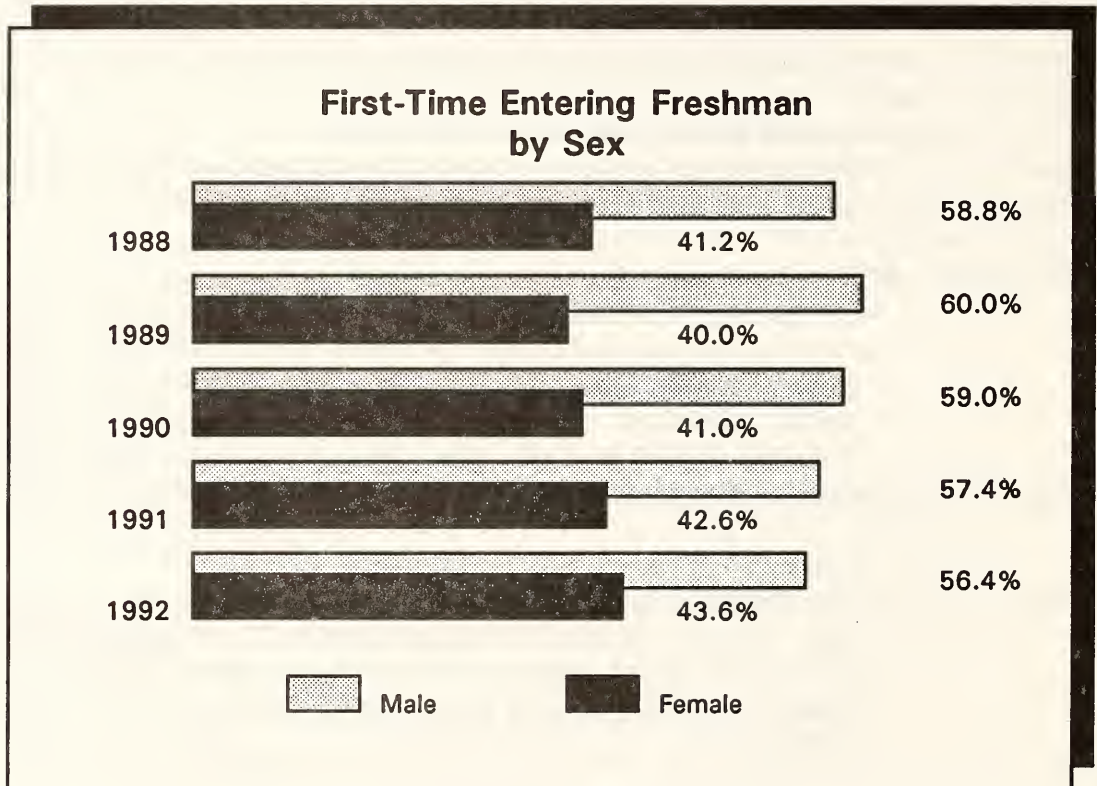
Progress in Meeting Goals

Enrollment Trends - Women

Major goals for women students include increasing accessibility, opportunity, and achievement. The 1990 Illinois census data reveals that women represent 51% of the state population. Matching the state population is our goal. An analysis of 1991 and 1992 enrollment data reveals the following trends.

Freshman Enrollment - Women

For the fourth consecutive year the percentage of freshman women students increased. The 1993 Fall Semester entering freshman class (2,671) included the highest proportion of women (43.6%) in the past five years. This represents a 1% increase from the 1991 population (42.6%).



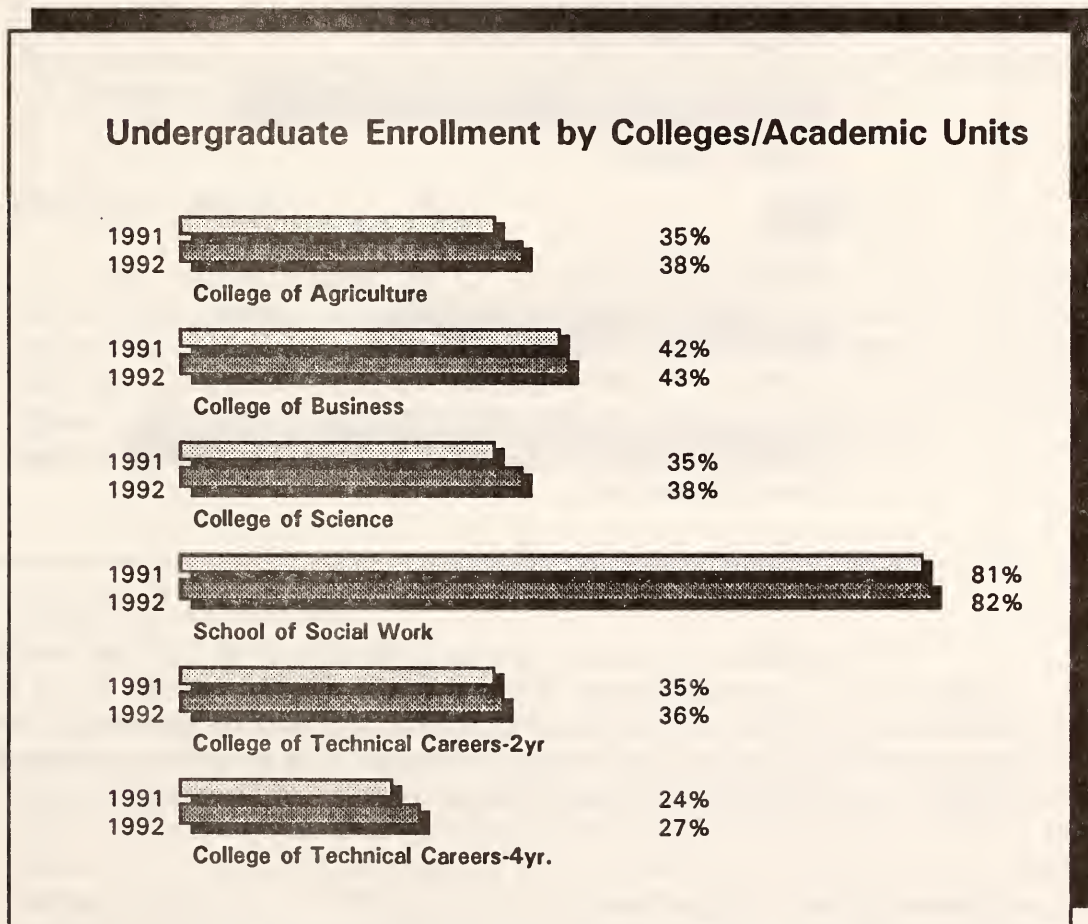
Representation

The percentage of women attending SIUC full-time increased. The University's official 1992 fall enrollment was 24,766 (24,869 in 1991). The 1992 fall enrollment included 10,244 or 41.3% women, an increase from 10,100 women students in 1991. This percentage of women students increased from 40.6% in 1991 to 41.3% in 1992, which is the highest percentage in the past 12 years. [Table 1 and Table 2]

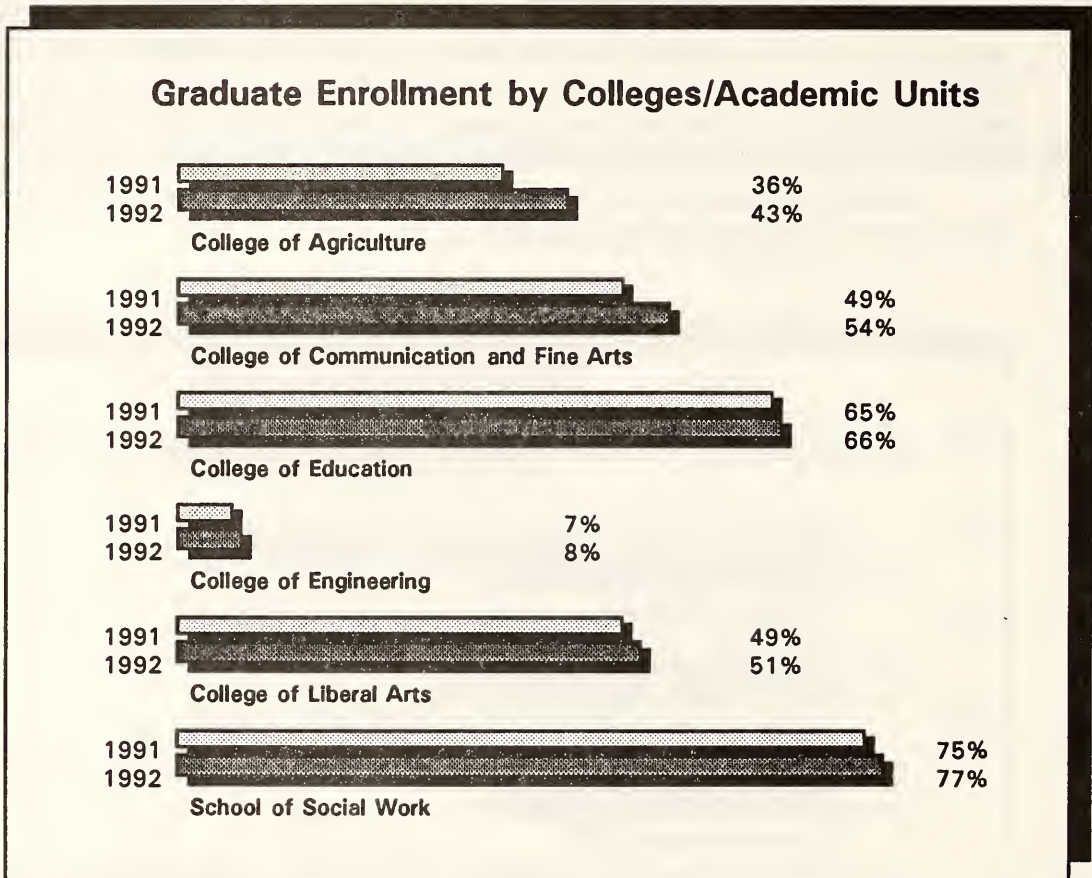
We are especially encouraged to be experiencing gains in areas where women are traditionally underrepresented. The undergraduate women's enrollment in the College of Science reached a five-year high of 38% in 1992, up from 35% in 1991. Although the undergraduate program in the College of Engineering has remained stable over the past five years at 9%, enrollment in the graduate program increased over the last year

from 18 to 21. The School of Law has marked steady gains, with women's enrollment climbing from 31% in 1988 to 41% in 1992. Likewise the School of Medicine now has a women's enrollment of 40%, up from 35% in 1988. During the past year the percentage of women students enrolled in the School of Medicine increased. In 1991 there were 111 women students enrolled. This figure increased to 116 in 1992. The proportion of women enrolled also increased from 39.1% to 40.6% in 1992. This was the sixth consecutive year that the percentage of women enrolled in the School of Medicine increased. The past year increases are summarized in the following tables:

During the past year the percentage of undergraduate women students increased in the following colleges or academic units:



Increases in graduate women student enrollment occurred in the following colleges:



The enrollment of women students in the School of Law and the School of Medicine also increased between 1991 and 1992. Women enrolled in the School of Medicine increased in each of the last six years. Overall there was a slight increase in participation in graduate and professional schools. The overall percentage of women students and the percentage of undergraduate students remained stable.

Academic Achievements - Women

The grade point average for undergraduate women students increased slightly between 1991 and 1992. In 1991 the mean grade point average for women undergraduate students was 2.75, increasing to 2.78 in 1992. The mean grade point average for graduate students decreased slightly from 3.73 in 1991 to 3.72 in 1992. Overall, the undergraduate grade point average for both women and men continues to

increase, with women's grade point average slightly higher than the men's. [Table 3 and Table 4]

The percentage of undergraduate women in good standing has increased from 86% in 1991 to 87% in 1992. The percentage of women in good standing continues to remain higher than the percentage of men in good standing. In 1992 87% of women were in good standing compared to 85% of men.

Graduation Rates - Women

An analysis of the graduation trends of male and female students since 1983 reveal the following. The average graduation rate during the past six years is 39% for men and approximately 44% for women. If the graduation rates were analyzed after eight years the average graduation rate for males would increase to approximately 42.5% and 46% for females. [Table 5 and Table 6]

Persistence - Women

The data documents that all levels of the persistence rate for women is consistently higher than males. A review of the number of students still enrolled after the second and third year reveals that approximately 75% of the females return after their freshman year and 64% after the sophomore year. The figures for males is 60% and 57% respectfully. Thus the consistence rate for males is approximately 6% lower than females. [Table 7 and Table 8]

Disabled Students

Among the major focuses during the past year on the Carbondale and Springfield campus was the need to strengthen and expand the University's efforts to provide both opportunity and quality services to students and staff with disabilities. Major activities initiated were led by task force committees that consisted of faculty and staff from varied offices. The committees met regularly to review services and programs that affect the disabled populations. Updating the campus's accessibility, training employees, and making reasonable accommodations for students, faculty, and staff with disabilities received the greatest attention during the past year.

The efforts of the task forces also led to an increase in coordination, cooperation, and support between the various campus groups involved in planning and providing indirect services to those with disabilities. The committee devoted a great deal of time

to drafting and implementing recommendations developed during the past several years. The University's ability to respond to and implement many of the task force's recommendations and findings will be greatly determined by availability of financial and staff resources in the coming year. The University architect has provided a preliminary estimate of approximately 7 million dollars to make the campus fully accessible.

In an effort to maximize existing resources, a committee consisting of the campus architect, the Executive Assistant to the President, and the Coordinator of Disabled Student Services meets regularly to prioritize accessibility accommodation requests submitted to their offices. A partial list of accommodations, modifications, and acquisitions made in the past year are as follows:

Student Center

- Removed six seats in the Auditorium for wheelchair use.
- Installed handicap access doors at the north and south entrances.
- Installed electronic Lambda door detector on the passenger elevator.

Office of Intramural-Recreational Sports

- Installed electric disabled access doors at the North entrance of the Student Recreation Center.
- Installed shower chairs for disabled patrons.

Student Health Program

- Established a special examination room to address the needs of disabled students. The room is equipped with electrically powered examination table specifically designed for disabled students.
- A concrete wheelchair ramp was installed to the doorways of the Pharmacy and main entrance of Kesnar Hall.
- Lowered the public telephone in the lobby of Beimfohr Hall.
- Purchased two Telecommunication Devices for the Deaf (TDD) for medical appointments and after hours medical advice from the Dial-A-Nurse Program.
- Purchased a wheelchair accessible scale for installation in the Student Recreation Center.

During the year financial assistance from the President's Office made possible the completion of the comprehensive computer learning center for students, faculty, and staff with disabilities. The center has the capability to accommodate most computer access needs of students with disabilities. The center is housed in a building that is centrally located and fully accessible. The 12 work stations will serve the visually impaired, hearing impaired, learning disabled, restricted movement, and non-restricted movement

populations. All the work stations have adjustable height tables for wheelchair access.

Goals & Objectives—Disabled Students

Increase the participation of disabled students in academic programs where they are presently underrepresented.

Improve the recruitment, retention, and completion rates of disabled students in academic programs.

Initiatives—Disabled Students

- **Published Handbook for Students with Disabilities**
Fall 1992, action was initiated to develop and distribute information that would be of use to both the disabled population and non-disabled students, faculty and staff. The materials developed will describe services available to students with disabilities and provide the general population with information to more effectively relate to and understand people with disabilities. The *Campus Guide for Students with Disabilities* was published this summer; the general handbook is targeted for Fall 1993.
- **Implemented ADA Guidelines**
Significant progress was made this year to bring the University into full compliance with new regulations established under the Americans with Disabilities Act. Leadership for this effort was provided by a task force that included representatives from a wide spectrum of the University. Among the most significant achievements of the group are the following:
- **Development of a comprehensive training program**, which has been presented to the Presidential and Vice Presidential senior administrative staff. Future plans include making the training available to the general campus population.
- **Implemented a plan for assessing campus buildings** Efforts to evaluate all the buildings on campus are near completion. Findings from this survey will be used to prioritize the University's future facility needs and to develop and prepare a renovation schedule.
- **Implemented process to evaluate academic and non-academic programs and services** A questionnaire, which will be used to evaluate non-disabled staff was developed and tested during the past year. Students and staff with disabilities will be asked their perceptions of campus environment, programs, and policies as they affect disabled populations. The final questionnaire will

disabilities will be asked their perceptions of campus environment, programs, and policies as they affect disabled populations. The final questionnaire will be administered during the coming year. Results will be used to help formulate campus policies, procedures, and initiatives.

- **Enhanced Wheelchair Repair Service**
Compiled an inventory of adaptive equipment and parts for students with various wheelchair and accessibility needs.
- **ADA Task Force Appointed** at the School of Medicine to conduct a thorough self-assessment of the current policies and practices. The completed report was presented December 1992.

Progress in Meeting Goals—Disabled Students

Enrollment - Disabled

During the past year the overall enrollment of disabled students remained basically stable. Last year 2% of entering students indicated that they have some type of disability. The 1992 percentage was the same. [Table 1 and Table 2]

Academic Achievement - Disabled

In the past year the academic performance of students with disabilities improved. In 1991 approximately 75% of the group was in academic good standing. The percentage increased to approximately 80% in 1992. [Table 3 and Table 4]

The grade point average of both undergraduate and graduate students with disabilities remained relatively stable during the past year. In 1991 the mean grade point average of undergraduate students with disabilities was approximately 2.50. In 1992 it increased slightly to approximately 2.52. The mean grade point average of graduate students with disabilities also increased from approximately 3.5 in 1991 to 3.6 in 1992.

The utilization of data from the Disabled Student Services office and the Project Achieve program reflects an increase in the number of students with disabilities requesting and receiving services. Last year 477 students were served. This figure increased to 548 in 1992. Last year the Disabled Student Services office served 331 students. The number increased to 373 in 1992. The number of students enrolled in the Project Achieve program increased from 146 in 1991 to 173 in 1992.

Underrepresented Faculty and Staff

Efforts initiated in the past several years to increase the presence of minority, women, and disabled faculty, administrators, and staff continue. Hiring administrators are required to make a concerted effort to insure that underrepresented populations are included in all applicant pools. The University's Affirmative Action office closely monitors all searches to ensure that this requirement is consistently followed. Increasing the number and percentage of women and minority staff, particularly permanent faculty members is considered to be one of the University's major challenges. In the coming year, the University will review and analyze recruitment programs that have been successful at SIUC and other universities. A concerted effort will be made to increase the number of underrepresented staff, particularly women, African-American and Hispanic faculty.

Goals & Objectives

Improve the recruitment and retention of minority faculty and staff.

Improve the recruitment and retention of women faculty and staff.

Improve the recruitment and retention of disabled faculty and staff.

Initiatives

- **Enhanced Faculty Mentoring Program**

A brochure describing UWPA's Faculty Mentoring Program was published and disseminated to all academic deans as a recruitment device and professional development activity. The Faculty Mentoring Subcommittee worked with the 15 mentoring teams, beginning in August 1992. Nine of the fifteen proteges were supported with travel funds from UWPA and the Executive Assistant to the President (Affirmative Action/Equal Opportunity) in order to participate in a professional development activity. Four workshops were designed and conducted. Seven new tenure track women faculty were invited to join the Faculty Mentoring Program 1993-94. Two responded positively and a third woman hired from the previous year chose to join the program.

- **Created Civil Service Connections Networking Groups**

A networking group for civil service women was established. Twelve facilitators were chosen and participated in 11 two-hour sessions about group dynamics, group processes, communication feedback, resolving conflicts, and

resource development. The purpose of Civil Service Connections is to create a network through which to share ideas, explore different problem solving perspectives, and establish bonds between civil service employees.

- **Hosted Professional Development Conference**
Personnel Services offered the one-day conference **Navigating the Nineties**. National speakers Patricia Russell-McCloud and Catherine Mundell Calhoun addressed the changing workplace. The total attendance was 446, of which nearly 75% were women employed at SIUC.

Progress in Meeting Goals

Hires - Minority

Minority hires for 1992 increased or remained stable for all groups except Asian-Americans. Most notably, we hired 13 Hispanics in 1992 (2.2%) over 5 (.7%) in 1991; most of these hires were faculty. [Table 9]

Tenure track faculty hires were down significantly in 1992 (only 17 hires, compared to 67 in 1991). Despite the overall reduction, we continued to improve the representation of minorities for all groups except African-Americans.

Minority Representation

The University continues to make progress in its efforts to increase the representation of minority employees. The percentage of minority employees increased slightly between 1991 and 1992. In 1991 10% of the 4,610 employees were minorities; in 1992 10.3% (470) of the 4,553 employees were minorities. These figures represent employees on both Carbondale and Springfield campuses. An analysis of just the Carbondale campus data reveals that the proportion of minority representation is 11.1%, the highest in the last 14 years. [Table 10]

The increase of minority employees was driven by an increase in the number of Hispanics (from 31 to 38) between 1991 and 1992. African-Americans (6.1%) and Asian-Americans (3.2%) continue to lead in minority representation, followed by Hispanics (.8%) and Native Americans (.2%).

Between 1991 and 1992 the percentage of minorities with faculty appointments increased from 9.7% in 1991 to 10.6% in 1992. Of the minority groups, Asian-Americans experienced the highest gains. Their numbers increased from 5.9% in 1991

to 6.5% in 1992. The percentage of Hispanics increased slightly, and African-Americans percentages decreased. [Table 11]

An analysis of tenure track faculty group reveals the following trends. The number and percentage of minorities with tenure increased slightly from 9.9% to 10.2%. During the past year 1 African-American, 1 Asian-American, and 1 Native American faculty member were granted tenure. Despite these gains, African-Americans (2.2%), Hispanics (1.2%), and Native Americans continue to be underrepresented among our tenured faculty.

The proportion of minority faculty with tenure track appointments increased by 2% from 11.6% in 1991 to 13.6% in 1992. Among the four minority groups, Asian-Americans and Hispanics percentages increased, Native Americans remained at the same level and African-Americans decreased.

In the area of non-tenure track appointments, the percentage of minorities increased from 8.2% in 1991 to 9.6% in 1992. The number (up 3) and percentage (up .3%) of minorities with administrative and professional appointments increased over the last year. African-Americans (up .4%) and Hispanics (up .2%) experienced the largest gains. [Table 12]

The percentage of minorities with civil service appointments remained the same (9.8%). Within this classification, the representation of African-Americans and Hispanics increased slightly. In 1991 8.1% of all full-time civil service appointments were African-Americans, increasing to 8.2% in 1992. The percentage of Hispanics in civil service employees increased from .4% in 1991 to .5% in 1992. [Table 13]

Hires - Women

In the past year, procedures designed to increase the University's potential for hiring women administrators were developed and approved by President John Guyon. The procedures, which are in the process of being implemented by Affirmative Action staff, will insure that Affirmative Action professionals will directly interview candidates for senior level positions.

Additionally, procedures were established to address five other areas that were considered to be critical by women on campus. These areas are:

- to ascertain a senior level candidate's record on racial and gender issues during the interviewing process
- to aggressively attract women candidates for all administrative positions, increasing their representation in the interviewing process

- to commit to **annual sexual harassment training**
- to review the **Women's Services office**
- to address the **perceived inequities in salary and status of positions held by African-American women**

These five areas were developed following a series of meetings between administrators of the Affirmative Action office and various women's groups including the Director of Women's Studies, the Director of Women's Services, the President of the Assembly of African-American Women, and the President of Women's Caucus.

There was a decrease during the past year in the number of individuals hired by the University. In 1991 there were 714 new employees; only 594 in 1992. Likewise, the percentage of women hired this year decreased, from 62.6% in 1991 to 58.9% in 1992. [Table 14]

When the percentage of employees hired are analyzed by employment classifications, the data reveals that the number of women faculty hires increased from 47.1% in 1991 to 48.1% in 1992. Decreases were experienced in the following areas: professional non-faculty (58.2% in 1991; 52.8% in 1992), executive administrative positions (29.2% in 1991; 21.6% in 1992), and civil service (79.4% in 1991; 75.5% in 1992).

There was approximately a 4% increase in the percentage of women faculty hired in tenure track appointments. In 1991 there was a total of 80 tenure hires, 31.2% women. Although in 1992 the University offered tenure track appointments to only 23 faculty, eight (34.8%) were women. [Table 15]

Women Representation

Between 1991 and 1992 the proportion of women employees increased slightly from 51.2% in 1991 to 52% in 1992. The 51% mirrors the state population which is 51% women. [Table 16]

An analysis by classification revealed that between 1991 and 1992 the University experienced slight increases in the percentage of women faculty and civil service employees. The percentage of women employees remained the same in administrative and professional areas. The biggest increase (1.1%) occurred in the faculty area. In 1991 women accounted for approximately 30% of all faculty appointments. In 1992 the percentage increased to approximately 31%. We are making some progress in increasing the percentage of women faculty who have received tenure and those with non-tenure appointments. The percentage of women faculty with tenure experienced the largest

gains. In 1991 women held approximately 16% of tenure positions; in 1992 the percentage increased to approximately 18%. The latter group represents 51% of the faculty in 1991 and increased to approximately 52% in 1992. The percentage of women faculty on tenure track appointments decreased slightly from 35.8% in 1991 to 35.3% in 1992. [Table 17]

Campus Environment

In 1989 the University initiated efforts to assess the campus environment for minorities. SIUC was the first university in the state of Illinois to systematically collect information on the perceptions of minority students, faculty, and staff. These efforts were first presented and discussed in an earlier Minority, Women, and Disabled report. Following his appointment as acting President of SIUC in 1986, President Guyon appointed a task force to survey the campus environment for African-American students, faculty and staff and to submit recommendations regarding their findings. At this time the survey was limited to African-Americans, since they represented the largest minority population on campus. In order to collect data from faculty, students, and staff a questionnaire was modeled after an instrument developed and used by Marvin Peterson to collect data for the book he published in 1978, *Black Students on White Campuses*.

The modified instrument was used to collect data from African-American students in 1987 and 1991. Results from these two surveys will be presented later. The University intends to regularly assess minority student populations on the SIUC campus. Normally these reviews would be conducted every three to four years. In order to attain feedback from the four minority groups, separate instruments will be used. During the past year the instrument used to collect data from African-American students was modified with assistance from professionals and students representing Asian-American and Hispanic populations. The group was asked to review the instrument administered to the African-American population. Following their review, the group determined that the assessment tool would not appropriately survey all minority populations. The diversity among and between groups was not adequately recognized and addressed. Separate instruments for Asian-American and Hispanic students have been developed and will be used this year.

Prior survey results have been used to guide the University's efforts to enhance minority access and achievement. Specifically, the findings of the 1987 survey provided the rationale and support for the President to create an administrative position that would report directly to him and provide leadership in the formulation and implementation of institutional policies, practices, programs, activities, and other initiatives. This office was developed to serve minorities and other underrepresented populations. The position allows the President to be directly and indirectly involved in devising policies and programs that affect minority students.

The findings also provided the impetus for hiring two recruiters who live in Chicago and have been assigned the major responsibility of recruiting minority students from the Chicagoland area. One of the positions focuses on recruiting Hispanics, and the other focuses on recruiting African-Americans.

The necessity for having a strong and viable Black American Studies program was also documented by the survey findings. The survey also indicated several areas that needed greater attention. First, there is a need to devote a more focused effort on minority students during their first two years at SIUC, particularly the freshman year. Additionally, greater focus should be devoted to enhancing and shaping departmental climates to better meet the needs of minority students. Future efforts will be devoted toward examining some of the activities that are considered to be critical in departmental environments that are conducive to the students' learning in general and minority students in particular (i.e. faculty recruitment and hiring criteria, faculty recognition, promotional tenure compensation practices and policies). Another need which is consistently identified by students is for additional similar race faculty, administrators, and staff along with academic offerings that recognize heroic contributions of African-Americans and other minorities.

Included among the University's general goals is to create an environment that all students perceive to be hospitable, supportive, comfortable, and encouraging. The University has initiated and sponsored a variety of activities, programs, policies, and practices designed to enhance minority students' perceptions of SIUC. Additional resources have been allocated primarily to sponsor programs for minority students. Campus wide groups have been organized to plan and coordinate activities in support of Black History Month, Hispanic Heritage Month, and Asian Pacific American Month. These activities, which are partially funded by the President's office, are organized by the Vice President of Student Affairs and his staff with a great deal of involvement from faculty and other staff. The administration also encourages and supports efforts to bring to the SIUC campus speakers and other programs of interest to minority populations.

During the fall semester the Student Affairs staff, with assistance from faculty and staff from other areas, organizes and sponsors an off-campus weekend retreat for approximately 30-35 student leaders representing the various minority groups. The group spends the weekend reviewing and discussing issues that impact multi-racial understanding and appreciation. Feedback from these discussions is used to assist Student Affairs staff in planning and policy formulation. Additionally three of the colleges sponsor and staff minority support groups (College of Education, College of Engineering, College of Business and Administration). The goal of these support groups is to help students better adjust to departmental and University activities and requirements.

The Student Affairs staff recently formalized an administrative structure that is designed to bring greater focus, coordination, and integration of their efforts to develop, sponsor, and offer programs and activities to minority students. In the past few years

the University has initiated and supported efforts to endow scholarships that would be used to support and encourage student scholarship, academic achievement, and professional development.

In last year's report we printed and discussed results of efforts initiated during the past several years to assess the campus environment for African-American students; highlights from that report follow:

Highlights from 1991 Campus Environment Survey

Complete findings were reported last year.

The University had previously developed an instrument to assess African-American student perception of the university environment. The instrument was first used in 1987 and readministered in 1991. A review of 1987 and 1991 results revealed the following trends.

- In both 1987 and 1991 students surveyed indicated that the top three characteristics that attracted them to SIUC were "good programs in a preferred major," the "presence of other black students," and "financial support".
- The questionnaire asked students to consider fourteen needs and concerns of black students. "Additional black faculty" was considered to be the major concern, followed by "additional black staff" and then "black administrators."
- Students were asked to indicate on a five point scale the adequacy of services at SIUC in eight areas. In the 1991 survey, services to African-American students were rated as adequate or more than adequate in three of the eight areas: "student admissions," "student recruitment," and "student tutoring."
- Students were asked to express how they were treated by non-black instructors in eight areas. The areas of concern expressed in both 1987 and 1991 were "instructors perceived ability to accept suggestions for changes in course content or teaching style."
- Students were asked to indicate the extent to which eighteen areas were problematic in black and white student relationships. "Allotment of funds to black student organizations" and the "amount of black content in class discussion and reading assignments" were considered the major concerns in both 1987 and 1991.
- When compared to the 1987 group, the 1991 group perceived "less

racial conflict on campus" and a "greater opportunity to have open discussions on racial issues."

Recruitment of Minority and Female Faculty and Staff

The University's affirmative action plan is primary to program initiatives that are currently available to help enhance the recruitment of faculty from underrepresented groups. Under the existing system although there is an institutional commitment to recruit faculty, to a large extent, the recruitment and retention of faculty is primarily controlled by the academic units. Any significant progress made in diversifying the faculty must have the endorsement and support of the faculty, particularly tenured faculty. We are encouraged and optimistic with recent efforts and progress, particularly the hiring of women faculty members.

Under our existing affirmative action plan, the President considers diversity of staffing, in particular at the faculty level, a key priority. Toward this end, all tenure track faculty openings and several administrative staff positions maintain a blanket target for women and minorities. The UAAO has developed a comprehensive recruitment and employment process to which all hiring administrators must adhere. One essential focus is the various aggressive recruitment techniques that can be used to build a diverse applicant pool. These include making personal contacts, networking with other institutions, and advertising in selected sources that have a high readership of minorities and women. The University's Affirmative Action Officer must approve and monitor all faculty searches. This process includes reviewing the advertisements prior to advertising and the composition of the search committee. The Affirmative Action Officer must also review the applicant pool and approve the candidates selected for campus interviews and the final selection. Prior to an offer being made to a candidate, the dean must document the reason for not selecting any applicant from an underrepresented group.

Under this system the President, Vice President, and academic deans may support special requests to increase a unit's potential for attracting and retaining a faculty member from an underrepresented group. Past proposals have included features such as higher salaries, travel support, computer acquisition, and summer employment. Currently the University does sponsor special programs to retain women faculty. A program sponsored by the University Women's Professional Advancement office is designed to help retain and develop newly hired women faculty by matching an experienced faculty member with a non-tenured faculty member. The program, which is encouraged and supported by the Vice President for Academic Affairs and Provost and the college deans, is well received by all participants—both mentees and mentors. The program, which is now in its second year, is viewed as a viable program by professionals at other universities. Currently there is no organized attempt made to recruit minority students who are completing their graduate degrees at Illinois institutions. During the coming years a plan to enhance our ability to recruit students from these programs will

be implemented. The plan and results will be reviewed and discussed in next years report. Several years ago the Vice President of Academic affairs and provost allocated and administered funds to recruit tenure track minority faculty. Under this plan we were relatively successful in recruiting African-Americans (8) and Hispanics (3). During the coming year the President will sponsor a similar program for underrepresented faculty members. The fund which will be administered centrally will support the recruitment and retention of minority faculty in general and women in those academic units where they are underrepresented.

Minority Articulation

Efforts to recruit and enroll graduate students from underrepresented populations have been relatively successful. However, our ability to compete for and enroll a critical mass of minority and women graduate and professional students continues to be one of our major concerns. We have been relatively successful in enrolling women students than other underrepresented groups. Limited funds to support special recruitment efforts and to provide attractive financial aid packages to graduate students are a major obstacle in the recruitment efforts. Despite this limitation, several programs and activities have been successful in attracting, enrolling, and retaining students from underrepresented groups. The Department of Psychology, the Public Administration program, the Rehabilitation Institute, and the Department of Higher Education are the most successful in their minority student recruitment and retention efforts. Minority fellowship programs sponsored by the University have also helped to recruit and retain minority graduate and professional students. Currently the University participates in the following five minority programs:

- On a national level, the Patricia Roberts Harris fellowship program, and the National Consortium for Educational Access
- On the state level, the Illinois Minority and Graduate Incentive and Illinois Consortium for Educational Opportunity
- On a local level the Graduate Dean's Fellowship program

These programs have increased our ability to attract talented minority students. If we are to significantly increase our ability to attract graduate and professional students from underrepresented populations, we will have to increase our ability to offer attractive financial aid packages. The University currently does not sponsor a comprehensive program for the recruitment and retention of underrepresented populations. However sever strategies and activities were initiated in the past have been somewhat successful. The Dean of the Graduate School annually allocates funds to academic units to help support travel to selected institutions and to develop special recruitment and retention materials. In addition, representatives of the Dean of the Graduate School and

representatives from some of the academic units regularly visited career fairs sponsored by predominately historical Black colleges and universities. Several years ago the University hosted a two day visit by representatives from eight historically Black institutions. Several African-American students have since enrolled in SIUC following this activity. A representative of the Dean of the Graduate School has worked very closely with representatives of the Black Graduate Student Association to sponsor activities for African-American students. Staff members in the Graduate School also are very active in recruitment programs sponsored by the Women in Science faculty. The Dean of the Graduate School and his staff have however developed a plan which, when implemented, will target and prepare talented minority and women undergraduates for graduate school, develop appropriate recruitment strategies, provide summer research experiences, create opportunities for prospective students to interact with faculty in both social and academic settings, and increase our direct involvement with underrepresented students enrolled at SIUC, colleges and universities in Illinois, Historically Black colleges and universities, Historically Hispanic colleges and universities and institutions with large Native American enrollment.

The institution's ability to plan, develop and sponsor programs for underrepresented populations is influenced by the decentralization of its graduate programs. Decisions such as who is admitted to academic programs, who receives financial support, and who receives teaching and research assignments are made at the departmental level. Future plans for enhancing opportunities for underrepresented populations must adapt to this organizational structure. Currently efforts are being made to monitor the distribution of graduate assistantship by various academic and administrative units. We are relatively pleased with our record for allocating fellowship to students of underrepresented populations. However we are challenged by a need to increase the number of graduate assistantships allocated by academic departments to African-American and Hispanic students. We are hopeful that the focus of the activity designed by the Dean of the Graduate School and his staff with strong support from academic deans will help alleviate many of our concerns.

SIUC Summary

The major focus during the past year was to continue efforts to strengthen, evaluate and increase the coordination and cooperation between programs and services sponsored by the University to some underrepresented populations.

The following illustrates some of the many initiatives sponsored during the past year in order to address the unique and special needs of minority populations. A video tape and handbook were developed to assist in the recruitment and retention of Hispanic students; plans to develop similar tools for Asian students were initiated; questionnaires designed to assess Hispanic and Asian students' perception of campus climate were

piloted, and will be administered this year; campus presentations by various nationally known education and professional entertainers were scheduled; eleven minority students received academic scholarships during the SIU Annual Honors Day ceremony from funds endowed under the Minority Endowed Scholarship program.

Focused activities for women included support groups for civil services employees; conducting a conference entitled "Navigating the 90's" for SIUC women and other women from the community; initiation of activities to determine the enrollment patterns of women; and initiation of policies to ensure that women are included in all applicant pools, particularly administrative positions.

Initiatives designed to address the needs of students and staff with disabilities include: development of competency training programs for administrators, staff, and faculty; implementation of a plan to evaluate all campus buildings; and implementation of a process to assess disabled students perceptions of the appropriateness of academic and student service programs for disabled students.

The following highlights show resources and some of the areas where improvements were documented: total minority enrollment; percentage of minorities enrolled in the College of Business and Administration, College of Science, College of Education, College of Liberal Arts, and School of Technical Careers four year program; total enrollment of African-American students; Hispanic student enrollment in the School of Law; grade point average of African-American and Hispanic undergraduate students; percentage of African-American undergraduate students in good standing; enrollment of students with disabilities; percentage of women undergraduate students; percentage of minority faculty hired in tenure track positions; percentage of Hispanic faculty hired; percentage of women hired in tenure track positions; increase in minority students in good standing; increase in percentage of women students enrolled in the College of Science; and increase in enrollment of first time freshman with disabilities.

We are pleased that some of our past efforts have resulted in identifiable positive outcomes. However, we remain committed to developing program activities and an infrastructure that will facilitate further and continuous growth and progress.

In the coming year we will enhance and strengthen our efforts to recruit and retain underrepresented faculty. We will also attempt to decrease the disparity between the graduation, retention and achievement levels of African-American and Hispanic students with the remainder of the student body. We also plan to increase our efforts to expand, strengthen and evaluate existing programs and initiate other activities when warranted.



APPENDIX A - SIUC

1. **Program Inventory Forms (Additions, Deletions, Modifications)**
Attachment A
2. **Student Program Table**
Attachment B
3. **Staff Program Table**
Attachment C
4. **Program Resource Table**
Attachment D
5. **Definitions for Annual Report on Underrepresented Groups in Higher Education**
Attachment E
5. **Disabled Student Enrollment Form**
Attachment F
6. **Review of Formally Organized Support Units and Review Schedule**
Attachment G
7. **SIUC Campus-Wide Data Tables**
Tables 1 - 17

2. Methodology

The methodology employed in this study is a combination of qualitative and quantitative approaches.

Qualitative data was collected through interviews with participants.

Quantitative data was collected through a survey of participants.

The data was analyzed using statistical software.

3. Results

The results of the study indicate that there is a significant correlation between the variables.

The findings suggest that the independent variable has a positive effect on the dependent variable.

The data shows that the relationship between the variables is statistically significant.

The results are consistent with previous research in the field.

Attachment A

Form for Program Deletions

Please provide the following information for each program and formally-organized unit serving underrepresented groups that has been established or eliminated in the past year. Report information only on programs that have a primary purpose to service minority, female, and/or disabled students and staff and that have a budget allocation for this purpose.

Name of the Program or formally-organized support unit:

Minorities in Medicine

Current goals and objectives of the program or unit:

Type of activities and events that the program or unit conducts and sponsors:

It is unrealistic to continue to include this program in the listing of programs and activities provided by the School of Medicine due to the lack of budgetary support from the State of Illinois. Issues addressed by this program have been incorporated into other existing programs as well as new program requests.

Attachment A

Form for Program Deletions

Please provide the following information for each program and formally-organized unit serving underrepresented groups that has been established or eliminated in the past year. Report information only on programs that have a primary purpose to service minority, female, and/or disabled students and staff and that have a budget allocation for this purpose.

Name of the Program or formally-organized support unit:

Increasing Minority Candidates in Teacher Education

Current goals and objectives of the program or unit:

Type of activities and events that the program or unit conducts and sponsors:

This program was completed in August 1992 and was not funded for the FY93 fiscal year.

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1993*

Program	Racial/Ethnic Composition of Students Served by Minority Programs				Native American/Minority Total		Females & Disabled Served By Dedicated Programs		Total Students Served		
	Black	Hispanic	Asian	White	American	Minority	Unknown	Females	Disabled	Multi- purpose**	Served
SOUTHERN ILLINOIS UNIVERSITY											
SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE											
Chicago H.S. for Agricultural Science/ Recruitment Program***								443			443
Future Scholars Program***	35				35						35
Minority Engineering Program***	226	29			260						260
Minority H.S. Research Apprentice Program***	11	4	5		20						20
Southern IL Regional Career Preparation Program*** Upward Bound***	185		1		186						186
Women's Introduction to Engineering***							19			70	70
Black Affairs Council	330	1			331						19
Black American Studies Program								447			331
Black Togetherness Organization	18				18						447
Center for Basic Skills								456			18
Chicago Community Colleges Cooperative Program	140	20			160						456
College of Business Minority Retention Program	151	27			184	6					160
College of Education Minority											184
Retention & Recruitment Program	220	15	10		245						245
Disabled Student Services								373			373
Dr. H.C. Landecker Memorial Endowment Fund/ Medical School							1				1
Emerging Leaders Program	12	2	3		17						17
Friends of Medical Students/Medical School											0
Geology Minority Program	1				1						2
Graduate Dean's Fellowship Program										10	10
Head Start										302	302

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1993*

Program	Racial/Ethnic Composition of Students Served by Minority Programs				Native Total		Females & Disabled Served By Dedicated Programs		Total Students Served
	Black	Hispanic	Asian	American	Minority	White	Unknown	Multi-Disabled purpose**	
SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE (Continued)									
IL Consortium for Educational Opportunity						28		130	130
IL Minority Graduate Incentive Program	19	8		1					28
Medical/Dental Preparatory/Medical School	68	5	2	3		78			87
Minority Participation Scholarships	21	5				26		9,616	26
Night Transit									9,616
Office of Student & Alumni Affairs -									
Minority/Female Students/Medical School								167	167
Pan Hellenic Council/Minority Programs								107	107
Pan Hellenic Council/Women Programs									327
Patricia Roberts Harris Fellowship Program	5					5			5
Prenatriculation Program/Medical School	6					6			6
Program to Prepare Minority Personnel for									
LD/EMH Minority Children & Youth		13				13			13
Project Achieve								173	173
Scholarship Program for Academically Superior									
Minority Students/Medical School	5					5			5
School of Law Minority Fellowships	13	13	4			30			30
School of Law Tutorial Program								35	35
Special Populations/Disabled Student									
Recreation Program								50	50
Student Health Program for Special Populations								4,372	4,372
Wheel Chair Repair Service								48	48
Women's Services								4,667	4,667
Women's Studies								404	404

Table 2

PROGRAMS FOR UNDERREPRESENTED STAFF AT ILLINOIS PUBLIC INSTITUTIONS
STAFF SERVED, FISCAL YEAR 1993*

Program	Racial/Ethnic Composition of Staff Served by Minority Programs				Total	Females & Disabled Served By Dedicated Programs		Total Students Served
	Black	Hispanic Asian	Native American	Minority White		Females Disabled	Multi-purpose	
SOUTHERN ILLINOIS UNIVERSITY								
SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE								
Head Start						50		50
University Woman's Professional Advancement					55			55
Women's Studies					1000			1000
Affirmative Action Office/Medical School						92		92

Table 3

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC INSTITUTIONS, FISCAL YEARS 1992 AND 1993*

Program	Staff Years Budgeted		Dollars Budgeted**		Change in Dollars Budget
	FY92	FY93	FY92	FY93	
SOUTHERN ILLINOIS UNIVERSITY					
SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE					
Chicago H.S. for Agricultural Science/ Recruitment Program***	0.06	0.06	300	300	0
Future Scholars Program***	1.00	1.00	60,000	60,000	0
Minority Engineering Program***	3.50	2.50	180,600	236,700	56,100
Minority H.S. Research Apprentice Program***	2.04	2.04	30,000	30,000	0
So. Il. Regional Career Preparation Program***	1.79	1.79	75,000	75,000	0
Upward Bound***	3.00	3.00	225,400	251,500	26,100
Women's Introduction to Engineering***	0.57	0.57	19,400	11,900	(7,500)
Affirmative Action Office/Medical School	0.20	0.45	8,500	7,800	(700)
- Black Affairs Council	0.45	0.73	8,300	8,400	100
Black American Studies Program	2.94	2.21	121,600	129,700	8,100
Black Togetherness Organization	0.60	0.60	11,900	11,900	0
Center for Basic Skills	17.32	17.32	226,000	215,000	(11,000)
Chicago Community Colleges Cooperative Program	0.90	0.90	45,000	18,000	(27,000)
College of Business Minority Retention Program	1.00	2.00	34,600	42,000	7,400
College of Education Minority Retention & Recruitment Program	0.50	0.50	7,000	7,000	0
Disabled Student Services	4.50	4.50	152,800	164,000	11,200
Dr. H.C. Landecker Memorial Endowment Fund/Medical School	0.10	0.10	5,300	1,000	(4,300)
Emerging Leaders	0.48	0.48	10,300	10,500	200
Friends of Medical Students/Medical School	0.10	0.00	12,300	0	(12,300)
Geology Minority Program	0.06	0.06	400	400	0
Graduate Dean's Fellowship Program	0.40	0.40	72,000	72,000	0
Head Start	33.30	31.24	1,023,700	1,319,100	295,400
IL Consortium for Educational Opportunity Program	1.05	1.80	137,500	92,000	(45,500)

Table 3

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
 UNDERREPRESENTED STUDENTS AND STAFF
 AT PUBLIC INSTITUTIONS, FISCAL YEARS 1992 AND 1993*

Program	Staff Years Budgeted		Dollars Budgeted**		Change in Dollars Budget
	FY92	FY93	FY92	FY93	
IL Minority Graduate Incentive Program	1.05	1.10	588,000	575,000	(13,000)
Increasing Minority Candidates in Teacher Education	2.30	0.00	26,100	0	(26,100)
Medical/Dental Preparatory/Medical School	10.00	10.11	394,100	394,100	0
Minority Participation Scholarships	0.08	0.08	149,700	150,000	300
Night Transit	0.70	0.70	43,700	44,000	300
Office of Exec. Asst. to the President	2.25	2.25	209,300	249,200	39,900
Office of Student & Alumni Affairs -					
Minority/Female Students/Medical School	2.00	2.00	78,400	190,400	112,400
Pan Hellenic Council/Minority Programs	0.14	0.14	2,200	2,200	0
Panhellenic Council/Women Programs	0.14	0.14	2,200	2,200	0
Patricia Roberts Harris Fellowship Program	0.25	0.25	112,000	80,000	(32,000)
Prematriculation Program/Medical School	2.00	0.25	86,000	86,000	0
Program to Prepare Minority Personnel for					
LD/EMH Minority Children & Youth	1.20	1.39	127,600	88,200	(39,400)
Project Achieve	11.00	11.65	468,700	523,000	54,300
Scholarship Program for Academically Superior					
Minority Students/Medical School	0.20	0.25	57,100	79,000	21,900
School of Law Minority Fellowships	0.02	0.02	54,000	54,000	0
School of Law Tutorial Program	0.56	0.56	8,500	8,500	0
Special Populations/Disabled Student					
Recreation Program	2.06	2.06	48,900	51,400	2,500
Student Health Program for					
Special Populations	1.95	2.5	54,500	46,900	(7,600)
University Woman's Professional Advancement	2.00	2.00	33,500	30,700	(2,800)
Wheel Chair Repair Service	0.75	0.75	23,000	22,000	(1,000)
Women's Services	1.80	1.90	38,200	42,000	3,800
Women's Studies	2.50	1.00	41,000	48,000	7,000

Attachment E

Staff Year - A Staff year is defined as a 12-month contract providing for at least one month of vacation.

White (not of Hispanic origin) - A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Black (not of Hispanic origin) - A person having origins in any of the Black racial groups of Africa.

Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin regardless of race.

Asian or Pacific Islander - A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. The area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

American Indian or Alaskan Native - A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

Disabled Students - See Attachment F.

Attachment F

Enrollment of Students with Disabilities

State legislation, which requires the Board of Higher Education to monitor the participation of specific groups of individuals in public colleges and universities, identifies "handicapped" students as one of the groups to be monitored. Rehabilitation professionals now more commonly use the term "disabled" in place of "handicapped."

State legislation does not provide a definition of students with disabilities. For this purpose, a frequently cited source is Section 706(8)(A) of Title 29 of the United States Code, which defines a disabled person as "any person who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment." This section specifically excludes individuals with problems of alcohol and/or drug abuse from this definition.

In collecting information for the institutional plan, it will be necessary to expand further upon this federal definition in order to allow for identification of the range of disabilities existing on campus. Include within the count of disabled students those individuals who are functionally quadriplegic (that is, use power wheelchairs), functionally paraplegic (use manual wheelchairs), blind/visually impaired, and deaf/hearing impaired. Also, include individuals with other mobility impairments (for instance, those requiring the use of braces or other prosthetic devices); individuals with chronic health problems, such as cardiac or respiratory diseases, and/or head injuries; individuals who have documented, diagnosed learning disabilities; and those other individuals whose disabilities require special institutional assistance.

Using the above definition, indicate in the lines below both the undergraduate and graduate/professional enrollment of students with disabilities for the fiscal year proceeding the date for submission of this report. Also, indicate how the enrollment count was derived, that is, whether it is an estimate of the institution's disabled student enrollment or a count of the number of students with disabilities receiving services from the institution.

FY1993 Undergraduate Enrollment of Students with Disabilities* 448

FY1993 Graduate/Professional Enrollment of Students with Disabilities 98

The above enrollment count is: (please explain)

- a) estimate of the number of disabled students at the institution _____
- b) count of the number of students receiving services at the institution X **

* For community colleges, the count submitted on this form should match the count submitted on the college's A1 record.

**This number of 546 students does not include the 362 students with temporary disabilities whom we served during FY93. It does include the 173 students with learning disabilities who received services through the Project Achieve Program.

Attachment G

FORMALLY ORGANIZED UNITS

During the past year two formally organized programs were reviewed, the Medical/Dental Education Preparatory Program and Prematriculation Program (MEDPREP) sponsored by the School of Medicine and the Minority Participation Scholarship Program administered by the office of New Student Admissions. Both programs were reviewed by expert SIU faculty and staff not assigned to the unit. The School of Medicine review team also included professionals from the University of Illinois at Chicago, Michigan State, and Ohio State University. The staff and administrators of the two programs considered the reviews to be extremely beneficial and planned to use results of the reviews to help future policy and program planning. In the following section, the findings of the two reviews will be presented and discussed. The complete and detailed report will be provided upon request. The complete reports were reviewed by the chief administrators of the two programs.

MEDICAL/DENTAL EDUCATION PREPARATORY PROGRAM (MEDPREP)

Introduction

The Southern Illinois University School of Medicine is committed to the belief that diversity in students is a healthy and broadening experience for all students involved. Traditionally, the practice of medicine in the United States has been a profession dominated by whites and males. The School of Medicine has long been a proponent of opening the professional to minority and underrepresented practitioners. This requires that students from minority and/or underrepresented groups be successfully recruited and, often be given preparatory educational experiences focused upon addressing knowledge areas insufficiently addressed in the education of some of these prospective physicians. The school's efforts to increase the numbers of minority, underrepresented, and disadvantaged students entering the medical profession are reflected in its MEDPREP and Prematriculation Programs. Attracting, preparing, and retaining minority, underrepresented and disadvantaged students is an important social responsibility for professional schools. Diversity in professional schools cannot be achieved haphazardly. A continuing goal of the School of Medicine is a comprehensive, systematic program to increase the numbers of underrepresented minorities in medical school and other health professions. The success of its graduates is a good indicator of the school's ability and commitment. During the past two years all minority students have completed the M.D. degree in four years. Over the past five years all graduating minority medical students have been successful in matching with a residency program for the first postgraduate year.

There are over thirty post baccalaureate health professions programs geared toward underrepresented students. The Medical/Dental Education Preparatory Program (MEDPREP) is one of the few programs that has operated continuously since the Fall of 1972. The program has nationwide visibility and respect as a program that works with groups identified to be underrepresented in medicine. It is designed to serve both post baccalaureate and undergraduate students. MEDPREP students enroll in tutorials, review courses, pre-professional courses and interact with area physicians and medical students. Additionally, recruiters from other health professions schools visit MEDPREP and provide intensive reviews of MEDPREP student application credentials. There are eighty-seven students currently enrolled in the program; seventy-eight (89.7%) are minorities. Over the life of the program, well over sixty percent of the MEDPREP student population has been successful in gaining admission to health professions schools (an increase over the previous year). In fact, since 1972, one hundred of the nearly seven hundred former MEDPREP students entered the Southern Illinois University School of Medicine alone and eighty-eight of those students are anticipated to have graduated by June 1992.

Students completing the MEDPREP program are accepted at and attend a wide variety of medical schools nationwide. The following information details the schools where 1993 MEDPREP graduates will be matriculating in the fall. While the data indicates students will be attending fifteen different schools, many MEDPREP graduates have applied to and been accepted by multiple schools.

- University of Illinois College of Medicine (5)
- Southern Illinois University School of Medicine (4)
- University of Cincinnati College of Medicine (4)
- Meharry Medical College School of Medicine (2)
- Temple University School of Medicine/Dentistry (2)
- Wake Forest University/Bowman Gray School of Medicine (2)
- Wright State University School of Medicine (2)
- Emory University School of Medicine (1)
- Loyola University Medical Center/Stritch School of Medicine (1)
- Medical College of Ohio (1)
- Medical College of Wisconsin (1)
- Pennsylvania College of Optometry (1)
- Ross University School of Medicine (1)
- UCLA/Drew School of Medicine (1)
- University of Texas Medical School at Galveston (1)

Review

The review of the Medical/Dental Education Preparatory Program (MEDPREP) and the Prematriculation Program was completed June 16, 1993. What follows is a summation of that review. There were two teams that reviewed the program. One team was internal and the other team was external. Both teams responded to the same set of review questions:

1. How effective is the unit in identifying and serving its student clientele?
2. How successful have the MEDPREP and Prematriculation Programs been in improving student or staff participation and achievement?
3. How effective is the unit in its use of resources?
4. Have previous evaluations brought about changes in the Unit's policies and operations?

The responses by both teams were affirmative to all questions. In short, both programs were accomplishing their missions. The number of program strengths cited (12) clearly outnumbered the areas of concern (7) and the subsequent recommendations were appropriate given the strengths and areas of concern cited. There were some items of note in each of the three categories - Strengths - Concerns - and Recommendations that bear repeating.

Strength #1 - MEDPREP has a very strong national reputation as a model postbaccalaureate program which facilitates the entry of underrepresented minority and other disadvantaged students into the health professions.

Although it was not mentioned in this review, MEDPREP has nearly doubled the number of students over a seven year period while the institutional dollar support base remained constant. At the same time, the quality of program offerings remained high.

Concern #1 - The financial support available to students continued to be a problem.

The concern is ongoing and efforts are being made to address the problem. Future plans to significantly respond to the problem will require additional financial assistance from the state or other external agencies or sources.

Concern #3 - There needs to be more concerted effort on the part of the SIU School of Medicine to recruit students from MEDPREP into the first year class.

This concern is ongoing and is being addressed. Plans are already underway which would allow conditional admission from MEDPREP to the Southern Illinois University School of Medicine. Further, Anatomy faculty will offer in Fall 1993 a three hour, two semester advanced anatomy course for MEDPREP students. This class should assist the recruitment efforts.

Recommendation #2 - MEDPREP should develop a formal linkage agreement for postbaccalaureate training with the University of Illinois College of Medicine to increase the pool of Illinois residents from underrepresented groups who matriculate into medical schools within the state.

Recommendation #7 - Recognizing the need for greater sensitivity and cultural diversity, the SIU School of Medicine should continue its efforts to address issues of cultural pluralism.

There is no disagreement with the review report or any of the recommendations or areas of concern mentioned. The selected recommendations were chosen for discussion because one refers to activity outside the medical school (#2) and the other activity within the medical school (#7).

The second recommendation is important because it suggests an opportunity to begin collaboration with the other state medical school. Implicit in this arrangement is that the other medical schools in the state may also begin to look more closely at MEDPREP for some of their underrepresented applicants.

Recommendation #7 was important because ongoing programming in the SIU Medical School should be conducted concerning cultural pluralism. There is a current lawsuit the SIUC Medical School is involved with which deals in a global way with cultural diversity. Programming of this ilk would help all parties understand each other better.

In summary, the report of the review teams have reaffirmed strengths of the programs, and have provided some direction for areas of concern. MEDPREP will attempt to establish some collaborative programming with the University of Illinois at Chicago Medical School. Further, greater cultural diversity programming will occur in this medical school as a result of these reports.

MINORITY PARTICIPATION SCHOLARSHIP AWARD PROGRAM

During the past year the Minority Participation Scholarship Award program administered by the New Student Admissions Services of Admissions and Records office was reviewed by an internal review team consisting of representatives from the Colleges of Engineering, Agriculture, Education, Business, and staff members from the Financial Aid Office and the University Affirmative Action Officer. The evaluation was conducted during the 1993 Spring semester.

The Minority Participation Scholarship Award program was initiated FY91 with funds allocated to the University the previous year by the Illinois Board of Higher Education in response to an Expanded/Improved Program request. The program has enhanced the University's ability to attract and enroll a pool of academically talented African-American and Hispanic students. Based on the recommendations submitted by the internal review team, future plans for the program will consider adding transfer students to the pool of potential applicants. Additionally, campus-wide groups will be used to help select the applicants. The director of the Admissions and Records office also will consider other recommendations submitted by the internal review team. Following is a summary of the internal review team findings and recommendations.

1. How effective is the unit in identifying and serving its student or staff clientele?

The Internal Review Team concludes that New Student Admission Services has been successful in identifying and serving its student clientele within the context of the original parameters of the Minority Participation Scholarship Award Program. At the beginning of the Minority Participation Scholarship Award Program, SIUC had a very difficult time recruiting African-American and Hispanic American students with high academic credentials. Through the implementation of this program and improved targeted recruiting, SIUC has been able to increase the number of African-American and Hispanic students with high academic credentials. Over 40 students met the minimum qualifications for the Minority Participation Scholarship Award Program in FY94.

2. How successful has the unit been in improving student or staff participation and achievement?

The Internal Review Team concluded the New Student Admission Services had been successful in improving student participation and achievement through the Minority Participation Scholarship Award Program. Profiles of the previous award recipients revealed most of the recipients have either graduated or were still in school and progressing satisfactorily in their academic achievement. However, there was a concern regarding the retention rate of some scholarship recipients within the program. While most students return to SIUC, they did not maintain the necessary grade point average for continued scholarship support.

3. How effective is the unit in its use of resources?

The Internal Review Team was unanimous in its view that New Student Admission Services had been effective in the fiscal administration of the program. Full utilization of the scholarship funds was achieved in the third year of the program.

4. Have previous evaluations brought about changes in the unit's policies and operations?

This is the first review of the Minority Participation Scholarship Award Program.

The Internal Review Team was unanimous in its support for the Minority Participation Scholarship Award Program and believed it served a vital function in assisting efforts to recruit and matriculate outstanding African-American and Hispanic students to SIUC. Because of the program, SIUC now enjoys a stronger academic mix of African-American and Hispanic students. New Student Admission Services has provided appropriate leadership in the development and administration of the program. The growth in the number of students meeting the minimum qualifications for these awards is a tribute to the efforts of the program and of New Student Admission Services staff.

SIUC Campus-Wide Data Tables

- Table 1 Number and Percent of Total Enrollment by Race, Gender, and Disability Status, 1988-1992
- Table 2 Headcount Enrollment 1991 & 1992 by Race, Gender, and Disability Status
- Table 3 Percentage of Undergraduate Students in Academic Good Standing by Race, Gender, and Disability Status, 1988 - 1992
- Table 4 Mean Grade Point Average by Race, Gender, and Disability Status, 1991 and 1992
- Table 5 Percentage of First-Time Freshmen Graduated After Five Years by Race and Gender, Entering Classes 1983 - 1987
- Table 6 Percentage of First-Time Freshmen Graduates After Six Years by Race and Gender, Entering Classes 1983 - 1986
- Table 7 Percentage of First-Time Freshmen Still Enrolled Second Year by Race and Gender, Entering Classes 1983 - 1990
- Table 8 Percentage of First-Time Freshmen Still Enrolled Third Year by Race and Gender, Entering Classes 1983 - 1989
- Table 9 Number and Percentage of Hires by Race, Year, and Classification
- Table 10 Number and Percentage of Employees by Race and Year
- Table 11 Number and Percentage of Faculty by Race, Year, and Classification
- Table 12 Number and Percentage of Administrative/Professional Staff by Race and Year
- Table 13 Number and Percentage of Civil Service Staff by Race and Year
- Table 14 Number and Percentage of Hires by Gender, Year, and Classification
- Table 15 Number and Percentage of Faculty Hires by Gender, Year, and Classification
- Table 16 Number and Percentage of Employees by Gender, Year, and Classification
- Table 17 Number and Percentage of Faculty by Gender, Year, and Classification

Table 1

NUMBER AND PERCENT OF TOTAL ENROLLMENT BY RACE, GENDER, AND DISABILITY STATUS, 1988-1992

	Race							Gender			Disability	
	African-American	Asian-American	Hispanic-American	Native American	White, Non-Hispanic	Total Minority	Men	Women	Disabled Men	Disabled Women		
1988	2,220	392	416	81	18,981	3,109	14,863	9,364	280	124		
%	9.14%	1.62%	1.71%	0.33%	78.19%	12.81%	61.22%	38.57%	1.12%	0.49%		
1989	2,233	418	426	75	19,179	3,152	14,856	9,740	334	161		
%	9.08%	1.70%	1.73%	0.31%	77.98%	12.82%	60.40%	39.60%	1.31%	0.63%		
1990	2,248	382	415	85	18,568	3,130	14,256	9,827	99	109		
%	9.33%	1.59%	1.72%	0.35%	77.10%	13.00%	59.20%	40.80%	0.40%	0.44%		
1991	2,477	394	469	92	18,850	3,432	14,769	10,100	303	187		
%	9.96%	1.58%	1.89%	0.37%	75.80%	13.80%	59.39%	40.61%	1.18%	0.73%		
1992	2,527	412	486	94	18,567	3,519	14,532	10,234	362	251		
%	10.20%	1.66%	1.96%	0.38%	74.97%	14.21%	58.68%	41.32%	1.42%	0.98%		

*Based on Official Fall 10th Day Enrollment

Table 2

HEADCOUNT ENROLLMENT 1991 & 1992 BY RACE, GENDER, AND DISABILITY STATUS

	Race						Gender		Disability	
	African-American	Asian-American	Hispanic-American	Native American	Non-Resident Alien	White, Non-Hispanic	Men	Women	Disabled Men	Disabled Women
Undergraduate										
1991	2,348	331	454	76	1,346	16,525	12,914	8,166	252	145
1992	2,355	347	464	85	1,449	16,178	12,673	8,205	309	195
Graduate										
1991	202	54	35	6	764	3,033	2,000	2,103	47	42
1992	222	58	38	15	741	3,022	1,949	2,143	50	52
Professional										
1991	35	27	17	0	3	507	359	230	4	0
1992	38	28	18	0	4	527	368	247	3	4

* Based on End of Semester Fall Enrollment Data

Table 3

**PERCENTAGE OF UNDERGRADUATE STUDENTS IN
ACADEMIC GOOD STANDING
BY RACE, GENDER, AND DISABILITY STATUS, 1988-1992**

	Race						Gender		Disability	
	African-American	Asian-American	Hispanic-American	Native American	Non-Resident Alien	White, Non-Hispanic	Men	Women	Disabled Men	Disabled Women
1988	67%	82%	84%	86%	91%	86%	83%	86%	69%	77%
1989	70%	87%	83%	95%	89%	87%	84%	87%	76%	79%
1990	67%	84%	82%	85%	93%	87%	84%	86%	80%	81%
1991	65%	87%	83%	78%	94%	86%	83%	86%	70%	79%
1992	72%	85%	82%	79%	94%	87%	85%	87%	74%	87%

Table 4

MEAN GRADE POINT AVERAGE BY RACE, GENDER, AND DISABILITY STATUS, 1991 & 1992

	Race							Gender		Disability	
	African-American	Asian-American	Hispanic-American	Native American	Non-Resident Alien	White, Non-Hispanic	Men	Women	Disabled Men	Disabled Women	
Undergraduate											
1991	2.23	2.72	2.66	2.55	2.95	2.74	2.66	2.75	2.38	2.62	
1992	2.32	2.71	2.64	2.64	2.91	2.76	2.66	2.78	2.40	2.64	
Graduate											
1991	3.48	3.43	3.66	3.54	3.60	3.73	3.63	3.73	3.61	3.53	
1992	3.36	3.51	3.60	3.60	3.60	3.72	3.62	3.72	3.60	3.71	

Table 5

**PERCENTAGE OF FIRST-TIME FRESHMEN
GRADUATED AFTER FIVE YEARS
BY RACE AND GENDER, ENTERING CLASSES 1983-1987**

	Men				Women			Total
	African-American	Hispanic-American	White	African-American	Hispanic-American	White		
1983	16%	21%	33%	11%	25%	43%	35%	
1984	9%	25%	33%	19%	43%	41%	33%	
1985	14%	17%	32%	25%	33%	43%	35%	
1986	10%	27%	34%	17%	47%	43%	35%	
1987	12%	30%	32%	18%	30%	46%	35%	

Table 6

**PERCENTAGE OF FIRST-TIME FRESHMEN
GRADUATED AFTER SIX YEARS
BY RACE AND GENDER, ENTERING CLASSES 1983-1986**

	Men				Women			Total
	African-American	Hispanic-American	White	African-American	Hispanic-American	White		
1983	24%	26%	40%	16%	38%	48%	41%	
1984	15%	33%	46%	29%	71%	46%	39%	
1985	20%	26%	41%	31%	53%	49%	43%	
1986	14%	35%	42%	29%	53%	48%	42%	

* Discrepancy of African-American and Hispanic graduates to Other gender groups.

Table 7

**PERCENTAGE OF FIRST-TIME FRESHMEN
STILL ENROLLED SECOND YEAR
BY RACE AND GENDER, ENTERING CLASSES 1983-1990**

	African-American	Hispanic-American	White	African-American	Hispanic-American	White
	75%	58%	74%	63%	63%	79%
	67%	67%	71%	47%	100%	76%
	73%	65%	70%	86%	67%	79%
	68%	73%	74%	66%	82%	78%
	71%	67%	70%	69%	70%	80%
	63%	71%	71%	72%	68%	78%
	68%	74%	70%	72%	69%	79%
	62%	50%	68%	63%	77%	72%
						75%
						72%
						74%
						75%
						73%
						73%
						72%
						68%

Table 8

**PERCENTAGE OF FIRST-TIME FRESHMEN
STILL ENROLLED THIRD YEAR
BY RACE AND GENDER, ENTERING CLASSES 1983-1989**

	Men			Women			Total
	African-American	Hispanic-American	White	African-American	Hispanic-American	White	
1983	56%	42%	62%	45%	50%	67%	62%
1984	47%	48%	58%	34%	100%	60%	58%
1985	57%	48%	58%	59%	53%	60%	61%
1986	59%	65%	63%	54%	59%	60%	63%
1987	57%	53%	68%	59%	50%	68%	61%
1988	44%	55%	58%	59%	52%	63%	59%
1989	54%	58%	55%	52%	50%	63%	58%

Table 9
NUMBER AND PERCENTAGE OF
HIRES BY RACE, YEAR, AND CLASSIFICATION

	African-American		Asian-American		Hispanic-American		Native American		Other		Total Hires	
	1991	1992	1991	1992	1991	1992	1991	1992	1991	1992	1991	1992
Tenure Track %	5	0	5	4	3	1	0	1	67	17	80	23
	6.3%	0.0%	6.3%	17.3%	3.8%	4.4%	0.0%	4.4%	83.8%	73.9%		
Other Faculty %	9	9	13	11	0	3	0	1	136	134	158	158
	5.7%	5.7%	8.2%	7.0%	0.0%	1.9%	0.0%	0.6%	86.1%	84.8%		
Professional Non-Faculty %	6	5	21	16	2	6	2	1	115	99	146	127
	4.1%	3.9%	14.4%	12.6%	1.4%	4.7%	1.4%	0.8%	78.8%	78.0%		
Executive/Administrative/Managerial %	1	4	1	2	0	0	0	0	22	31	24	37
	4.2%	10.8%	4.2%	5.4%	0.0%	0.0%	0.0%	0.0%	91.7%	83.8%		
Civil Service %	24	20	7	4	0	3	2	0	273	222	306	249
	7.8%	8.0%	2.3%	1.6%	0.0%	1.2%	0.7%	0.0%	89.2%	89.2%		
Total %	45	38	47	37	5	13	4	3	613	503	714	594
	6.3%	6.4%	6.6%	6.2%	0.7%	2.2%	0.6%	0.5%	85.9%	84.7%		

Table 10

NUMBER AND PERCENTAGE OF EMPLOYEES BY RACE AND YEAR*

	African-American	Asian-American	Hispanic-American	Native American	Total Minorities	Total Employees
1991	379	142	31	7	459	4,610
%	6.1%	3.1%	0.7%	0.02%	10.0%	
1992	278	146	38	8	470	4,553
%	6.1%	3.2%	0.8%	0.02%	10.3%	

*Taken from Fall 1991 & 1992 EEO-6 Reports

Table 11
**NUMBER AND PERCENTAGE OF
 FACULTY BY RACE, YEAR, AND CLASSIFICATION***

	African-American		Asian-American		Hispanic-American		Native American		Total Minorities		Total Faculty	
	1991	1992	1991	1992	1991	1992	1991	1992	1991	1992	1991	1992
Tenured	13	14	46	47	8	8	0	1	67	70	679	689
%	1.9%	2.0%	6.8%	6.8%	1.2%	1.2%	0.0%	0.1%	9.9%	10.2%		
Tenure Track	6	3	20	34	6	7	1	1	33	35	285	258
%	2.4%	1.2%	5.9%	9.3%	2.1%	2.7%	0.4%	0.4%	11.6%	13.6%		
Other Faculty	15	15	14	20	3	4	1	1	33	40	401	415
%	3.7%	3.6%	3.5%	4.8%	0.7%	1.0%	0.2%	0.2%	8.2%	9.6%		
Total	34	32	80	91	17	19	2	3	133	145	1,365	1,362
%	2.5%	2.3%	5.9%	6.5%	1.3%	1.4%	0.2%	0.52	9.7%	10.6		

*Taken from Fall 1991 & 1992 EEO-6 Reports

Table 12

NUMBER AND PERCENTAGE OF ADMINISTRATIVE/PROFESSIONAL STAFF BY RACE AND YEAR*

	African-American	Asian-American	Hispanic-American	Native American	Total Minorities	Total
1991	42	34	5	1	82	744
%	5.7%	4.6%	0.7%	0.1%	11.0%	
1992	46	31	7	1	85	749
%	6.1%	4.1%	0.9%	0.1%	11.3%	

*Taken from Fall 1991 & 1992 EEO-6 Reports

Table 13
NUMBER AND PERCENTAGE OF
CIVIL SERVICE STAFF BY RACE AND YEAR*

	African-American	Asian-American	Hispanic-American	Native American	Total Minorities	Total
1991	203	28	9	4	244	2,499
%	8.1%	1.1%	0.4%	0.2%	9.8%	
1992	200	24	12	4	240	2,442
%	8.2%	1.0%	0.5%	0.2%	9.8%	

* Taken from Fall 1991 & 1992 EEO-6 Reports

Table 14

**NUMBER AND PERCENTAGE OF
HIRES BY GENDER, YEAR, AND CLASSIFICATION**

	Men		Women	
	1991	1992	1991	1992
Faculty	126	94	112	87
%	52.9%	51.9%	47.1%	48.1%
Professional Non-Faculty	61	60	85	67
%	41.8%	47.2%	58.2%	52.8%
Executive/ Administrative/ Managerial	17	29	7	8
%	70.8%	78.4%	29.2%	21.6%
Civil Service	63	61	243	188
%	20.6%	24.5%	79.4%	75.5%
Total	267	244	447	350
%	37.4%	41.1%	62.6%	58.9%

Table 15
NUMBER AND PERCENTAGE OF FACULTY HIRES BY GENDER, YEAR, AND CLASSIFICATION

	Men		Women	
	1991	1992	1991	1992
Tenure Track	55	15	25	8
%	68.8%	65.2%	31.3%	34.8%
Other Faculty	71	79	87	79
%	44.9%	50.0%	55.1%	50.0%
Total Faculty	126	94	112	87
%	52.9%	51.9%	47.1%	48.1%

Table 16

NUMBER AND PERCENTAGE OF EMPLOYEES BY GENDER, YEAR, AND CLASSIFICATION*

	1991	1992	1991	1992
	952	935	413	427
	69.7%	68.6%	30.3%	31.4%
	424	427	320	322
	57.0%	57.0%	43.0%	43.0%
	874	846	1,625	1,596
	35.0%	34.6%	65.0%	65.4%
	2,252	2,208	2,358	2,345
	48.8%	48.5%	51.2%	51.5%

*Taken from Fall 1991 & 1992 EEO-6 Reports

Table 17

NUMBER AND PERCENTAGE OF FACULTY BY GENDER, YEAR, AND CLASSIFICATION*

	1991	1992	1991	1992
	571	567	108	122
	84.1%	82.3%	15.9%	17.7%
	183	167	102	91
	64.2%	64.7%	35.8%	35.3%
	198	201	203	214
	49.4%	48.4%	50.6%	51.6%
	952	935	413	427
	69.7%	68.6%	30.3%	31.4%

*Taken from Fall 1991 & 1992 EEO-6 Reports

**Southern Illinois University At Edwardsville
Minority, Women And Disabled Students,
Faculty And Staff
Annual Report 1993**

Annual Overview

Introduction

During FY 93, SIUE continued its efforts to enhance the recruitment, retention and academic success of minorities, women and disabled individuals. Although demands on resources have increased in many areas, the University has faced the challenge and continued to fund programs dedicated to serving underrepresented groups. Of the 38 programs that were funded during FY 93, 14 of them are devoted to providing services for elementary and secondary school students. Four of these programs were new in FY 93.

Project CARING, an acronym for "Children at Risk: Initiating New Gateways", is a new program that is designed to improve the quality of life for children living in economically depressed areas. The developers of the program believe that by combining health care, competence in school, and family services into one comprehensive program, children in depressed areas will have better chances of accomplishing their educational goals, and ultimately, attain professional positions and technical careers. The director of the project is the associate dean in the SIUE School of Education. A consortium made up of agencies, schools, and neighborhood organizations from Illinois and Missouri is responsible for the development of the project.

A campus wide committee was formed to address the needs of disabled individuals and to establish priorities for completing modifications needed to meet the Americans with Disabilities Act (ADA) requirements. Members of the committee include disabled students, faculty and staff as well as representatives from units on campus that have responsibility for addressing the needs of disabled individuals.

The University has twenty six courses in twelve disciplines that satisfy the requirements for a course in intergroup relations for Public Act 87-581. The material in these courses must meet two criteria that were established by the General Education Committee: (1) must be current rather than historical and (2) must deal with intergroup relations in the United States. This requirement is effective Fall 1993 when the calendar is converted from a quarter to a semester system.

Monthly reports are submitted from the Office of General Counsel on "each adjudicated case in which a finding of racial, ethnic, or religious intimidation or sexual harassment made in a grievance, affirmative action or other proceeding...". No cases have been reported to date. Likewise, all reports of hate crime for which an offender has been identified are brought before the State's Attorney by the University Police. Law enforcement statistical reporting is accomplished through participation in the Uniform Crime Reporting Program.

Minority Students

Goals and Objectives

Improve the preparation and thus the opportunity for success in academic programs of first-time, first-year minority students.

Improve the preparation and thus the opportunity for success in academic programs of transferring minority students.

Increase the participation of minority students in academic programs where they are presently underrepresented.

Improve the recruitment, retention and completion rates of minority students in academic programs.

Initiatives

1. The Office of Admissions and Records received a \$47,000 grant for "Project MORE: Minority Outreach and Retention Efforts" from the Illinois Board of Higher Education. The grant was used to fund an outreach program for minority students interested in transferring to Southern Illinois University at Edwardsville. Students from Belleville Area College, Kaskaskia College, Lewis and Clark Community College, and State Community College were invited to attend a Minority Student Information Day. Information sessions throughout the day included such topics as the admissions process at SIUE, transferring academic credits from the community college, presentations by academic departments and a tour of the housing facilities.
2. A new program titled "Studies in Cultural Diversity" received funding from the Excellence in Undergraduate Education fund. Studies in Cultural Diversity (SCD), which was funded for one year, was designed to reduce prejudice and increase acceptance and harmony among different racial, cultural, and ethnic groups. The program was open to all SIUE students regardless of major or academic standing.

Some of the presentations included: "Muslims in America", "Jewish Life", "Questions of Environmental Racism", "The African- American Female Experience", "The African- American Male Experience", and "Growing Up Hispanic in the Southwest."

3. A workshop on "Cultural Diversity: Preparing for the 90's and Beyond" was sponsored by the Studies in Cultural Diversity and the Office of Human Relations. The workshop presenter was a black male, William M. White, the Chief Executive Officer of the Management Development Group, Inc. Mr. White spoke on diversity planning, dynamics of assimilation, characteristics of cultural groups, and principles for effective communication with diverse groups.
4. Project Caring, directed by the associate dean of the School of Education, was funded for three years by a U.S. Department of Education award of \$2,015,758 for "Children at Risk: Initiating New Gateways". Project Caring will focus on two neighborhoods in the metropolitan St. Louis area that have a disproportionate number of underclass families. Concentrating first on the East St. Louis Lansdowne Jr. High School and feeder elementary schools, the project will then focus on a junior high school in St. Louis. The goal of Project Caring is to improve the chances for children who are at risk by combining health care, competence in school and family services into a comprehensive program for children and parents.
5. Reading Series 1993 was designed to bring newly emerging, published multi-cultural writers to southwestern Illinois to speak to audiences in the Metro-East area who had seldom, if ever, heard multi-ethnic literary voices. The series included Mr. Ralph Cheo Thurman, Ms. Tess Omwueme, Ms. Tina Ansa, and Mr. Cornelius Eady, all of whom gave readings and conducted workshops at both SIUE and State Community College.
6. SIUE hosted the Midwest Association for Latin American Studies and the Illinois Conference on Latin American Studies. The conference theme was "500 Years of Ethnic, Cultural and Political Interactions in the Americas." Topics included the music of Latin America, the permutation of Cuban music by African rhythms and styles and the effects of slavery in Brazilian literature and culture.
7. The Black Students Association (BSA) sponsored a Pre-Kwanzaa celebration commemorating the past and present achievements and struggles of African-American people. An explanation of the origin and the principles of Kwanzaa as it is celebrated in the United States was included in the celebration.
8. The eleventh annual celebration of the birthday of Dr. Martin Luther King, Jr. was held on January 12, 1993. Earl Lazerson, president of SIUE, and Eugene Redmond, nationally renowned poet and author and professor in the Department of English Language and Literature at SIUE, were the principal speakers at a luncheon convocation in the University Center. The theme of the celebration was: "Freedom -- Learning, Living, Teaching."

9. TRIBE, the Native American student organization, sponsored its second annual POW-WOW on campus. Among the activities and events were the following: contemporary Native American flute music and story telling presentation, a Native American contemporary arts presentation, a pow-wow with dancers and drums, Native American foods, and a Native American cultural display.
10. The Arts & Issues series sponsored an appearance of the Stand Rock Ceremonial, an exciting celebration of Native American songs and dance. The cast of American Indians, representing tribes from across North America including Winnebago, Crow, Navajo, Sioux, Apache, and Ute, showcased extraordinary ritual dances and songs.
11. Nursing students celebrated Nursing Week May 6-12. Some of the activities included a general discussion on "Cultural Diversity" sponsored by Project GAIN (Getting Ahead in Nursing), a program designed to help students succeed in nursing.
12. The W.A. Bobo Memorial Scholarship, sponsored by the Organization for Minority Students at SIUE, provides \$500 awards to two deserving minority students. Recipients must have maintained a 3.0 (on a 4.0 scale) grade point average.
13. In honor of Black History Month, 35 members of the SIUE community were chosen to represent the outstanding accomplishments of the University's black faculty, staff, and students. The nominees were featured in a Black History Month Display in the lobby of the Rendleman Building.
14. The chemistry department received a \$12,000 grant from Monsanto Corporation which will supplement the National Science Foundation funding for SIUE's Minority Student Initiative in the chemistry department.
15. A racism workshop titled "To Capture A Visions Fair" featured three guest speakers, including a faculty member of the sociology department at SIUE. The program was sponsored by the Alpha Kappa Alpha Sorority, Inc. and Black Programs Committee.
16. University Services to East St. Louis received a \$50,000 grant from the Illinois Board of Higher Education for "Strategies for Enhancing the Status of Minorities in Education".
17. An African-American poet and critic who specializes in African literature and African-American culture read her plays and poetry as part of SIUE's Reading Series 1993. She also conducted a creative writers' workshop for interested students.
18. The Student Leadership Development Program included several presenters who are minority faculty, staff, student or community leaders. Modules that were presented by minority individuals during the year included the following: "Human Relations", "Personal Motivation", "Leadership Challenges for Women", "Leadership

Characteristics: You Are A Leader", "The Art of Listening", "Conflict Resolution: Negotiating Differences", "Cross-Cultural Awareness".

19. The Redmond Writers Club and the Black Literary Guild co-sponsored a "Multi-Arts Spring Soiree" to mark the second issue of *Drumvoices Revue: A Confluence of Literary, Cultural & Vision Arts*. Also co-sponsoring the event were the department of English and literature and the Office of the President.
20. A forum sponsored by the College Republicans and the College Democrats focused on reverse discrimination and affirmative action.
21. More than 50 students and faculty from SIUE attended a leadership conference on the campus of Illinois State University. The conference was held by the Illinois Black Student Leadership Association and sponsored by the Illinois Committee on Black Concerns in Higher Education. Topics included: the problems of being a minority student on a predominantly white campus, professional mentors, selection of majors and job hunting, and the assets and liabilities of being involved with Greek organizations.
22. Proposals that received funding through the Excellence In Undergraduate Education Fund at SIUE were \$8,000 for a diversity advocates program and \$12,000 for residency for four African-American musicians.
23. An Open Forum on Racism was co-sponsored by Students Against Segregation and Iota Phi Beta fraternity. The purpose of the presentation was to have different races come together, interact and discuss concerns. The objective of the forum was to invoke comments from diverse cultural and racial perspectives and develop realistic solutions concerning racism. A group of panelists initiated the discussion by making statements on racial problems.

Progress in Meeting Goals

Enrollment Trends -- Minority Students

Table 1.A (Appendix B) provides Headcount Enrollment by Racial/Ethnic Category, Gender and Disability Status, by Student Level and School, and Table 1.B shows Enrollments of Degree-Seeking First-Time Freshmen and Undergraduate Transfers by Racial/Ethnic Category, Gender and Disability Status. Undergraduate black student enrollment increased by 31.2% during the period Fall 1988 to Fall 1992. Undergraduate black student enrollment increased by 124 students (9.6%) from 1991 to 1992. Enrollment for all undergraduate students increased by 4.2% during the period 1988 through 1992.

Enrollment of black undergraduate students during Fall 1992 (1420) represents 15.9% of the total undergraduate student population, which exceeds the 12% black population in the 14-county area served by SIUE. (See Figure 1) Although the total number of undergraduate students in other ethnic groups remains small, the American Indian/Alaskan Native group increased by 72% (18 students), the Hispanic student population increased by 50% (34 students), and Asian/Pacific Islander decreased 2.2% (2 students) from Fall 1988 to 1992.

Figure 1

Southern Illinois University at Edwardsville
Student Enrollment, 1988 Through 1992

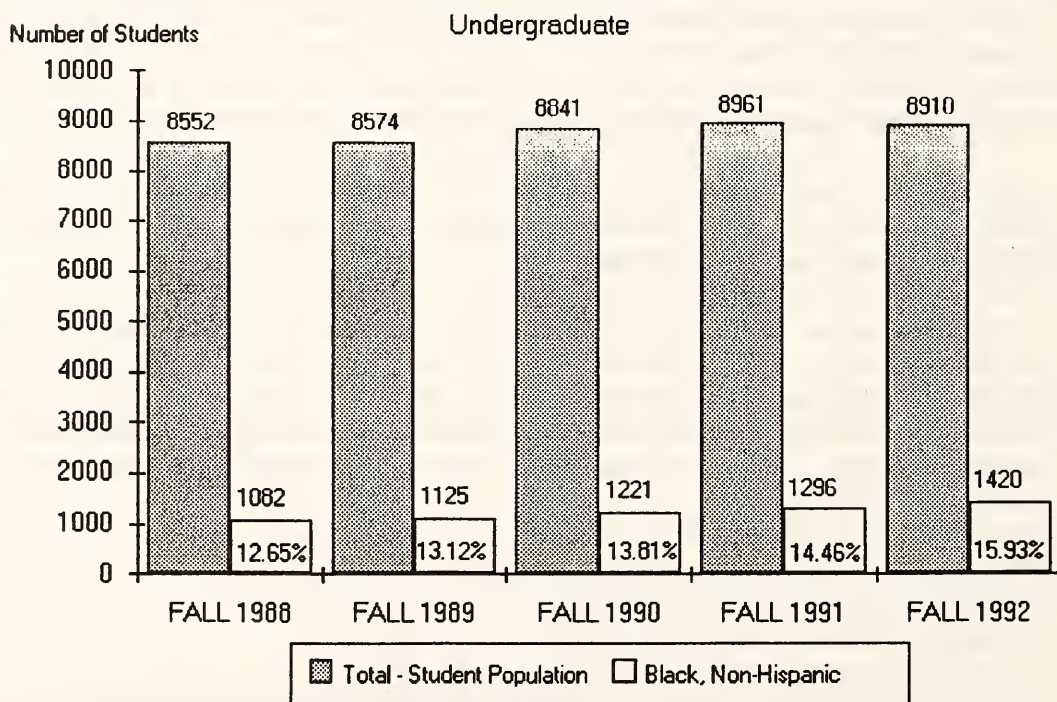


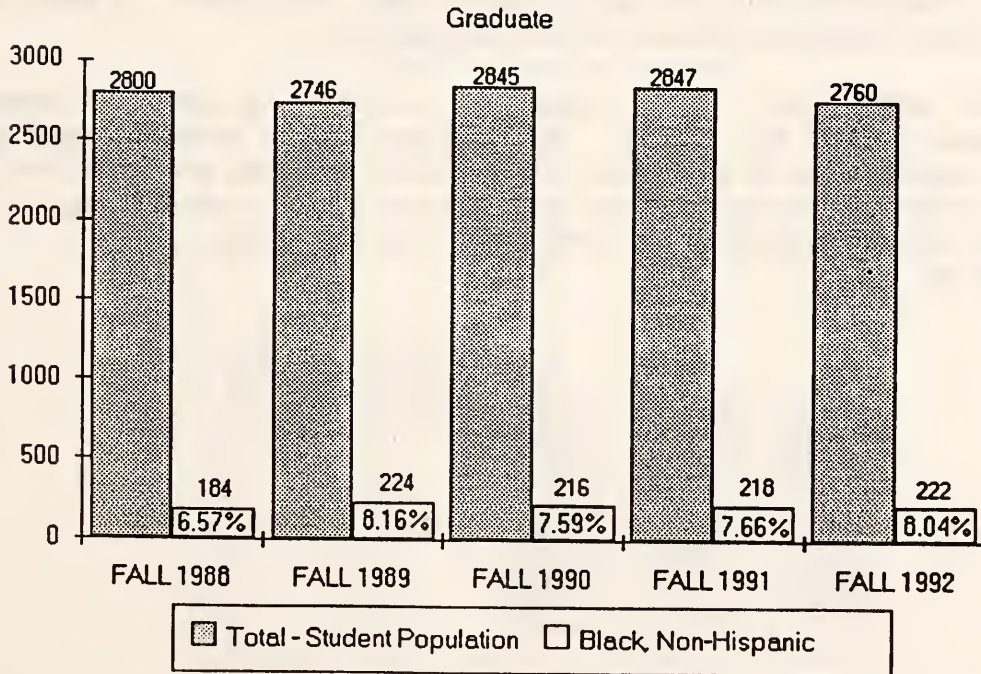
Table 1.A (Appendix B) reveals that increases in undergraduate black student enrollment occurred in the following schools from 1988 to 1992: Education (83%), Engineering (79%), Fine Arts (21%), Humanities (60%), Nursing (129%), Sciences (32%), Social Sciences (20%), and Undeclared major (28%).

There was a decrease of 12% in undergraduate black student enrollment in the School of Business from Fall 1988 to Fall 1992. A decrease of 27% occurred from 1991 to 1992. In the Fall of 1991 there were 128 black undergraduate students in the Business School and in 1992 there were a total of 93 black undergraduate students. This decrease can be accounted for in two ways. First, there is a decline of interest in business majors among students across the country, which accounts for about half of the decline in business majors at SIUE. In addition, the change in academic requirements for declaring a major in Business at SIUE has caused a delay in the declaration process. It is expected that future reports will indicate an increase in Business majors as students complete the required prerequisite coursework.

Black graduate student enrollment increased 20.6% from 1988 to 1992. Enrollment for black male graduate students increased 5.8% during that period, and black female graduate student enrollment increased by 29.3%. (See Figure 2)

Figure 2

Southern Illinois University at Edwardsville
Student Enrollment, 1988 Through 1992



Minority graduate student enrollments increased in the following schools from 1988 to 1992: Business (100%, 21 students), Dental Medicine (60%, 3 students), Education (23%, 7 students), Engineering (50%, 1 student), Humanities (66%, 2 students), Sciences (180%, 9 students), and Social Sciences (22%, 4 students).

Undergraduate students are admitted to the University as first-time freshmen on either a "regular" or a "special" admission basis. Since 1988, the number of black students admitted on a "regular" basis has decreased from 85 in 1988 to 25 in 1992. (See Figure 3.) The proportion of black students admitted on a "regular" condition has increased from 10% in 1988 to 12% in 1992. Of the 196 students admitted as "regular" admission, 25 (13%) were black students in 1992. Meanwhile, the number of black students admitted on a "special" basis has increased from 87 in 1988 to 202 in 1992. Of the 831 students admitted as "special" admission, 202 (24%) were black students in 1992. However, the proportion of black students admitted on a "special" condition has decreased from 26% in 1988 to 24% in 1992. The change in the proportions in the admission categories from 1988 to 1992 is due largely to the implementation of high school course-specific requirements which were mandated by state legislation. SIUE elected to implement the standards in 1990 rather than 1993, the state requirement. The University expects that the proportion of students admitted as "regular" students will continue to grow for both black students and the total student population as high schools upgrade their curricula to enable their graduates to meet the course-specific requirements. As noted above, the trend toward increased proportions has occurred. (See Figure 3)

New undergraduate transfer students are admitted using the same admission classifications, "regular" and "special". The percentage of black students admitted in the "regular" category during the period 1988 to 1992 showed little change and ranged from 84% to 91%. The percentage of other students admitted in the "regular" category during that time period also remained relatively constant with a range from 91% to 95%. (See Figure 4)

Figure 3

Southern Illinois University at Edwardsville
Degree-Seeking First Time Freshmen
Admission Status, 1988 Through 1992

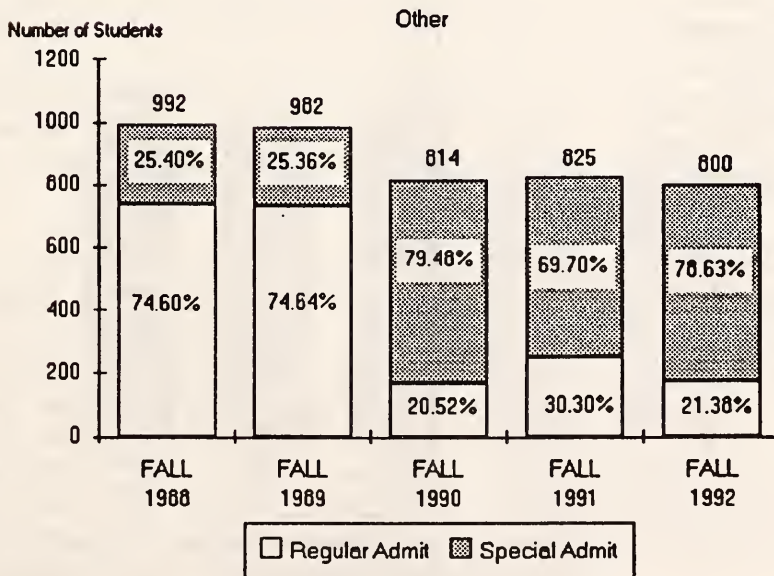
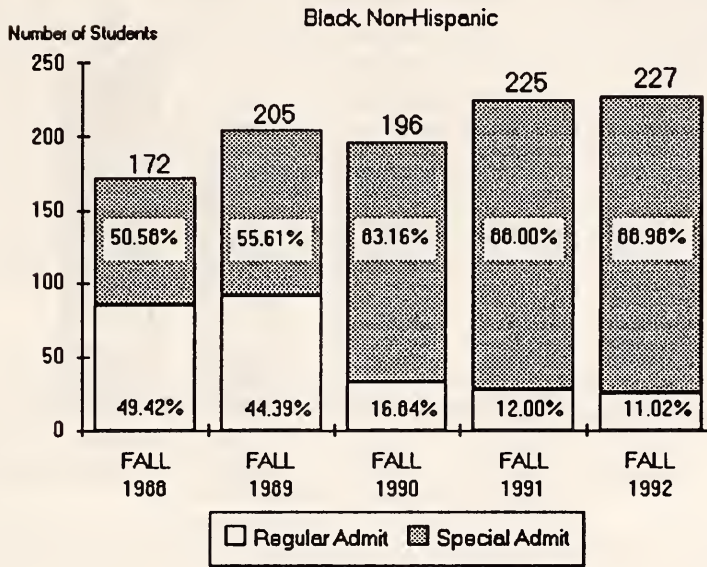
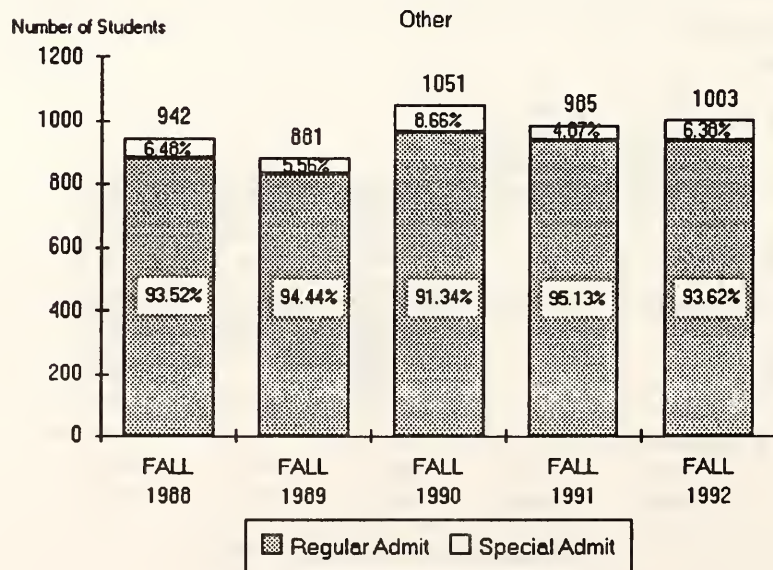
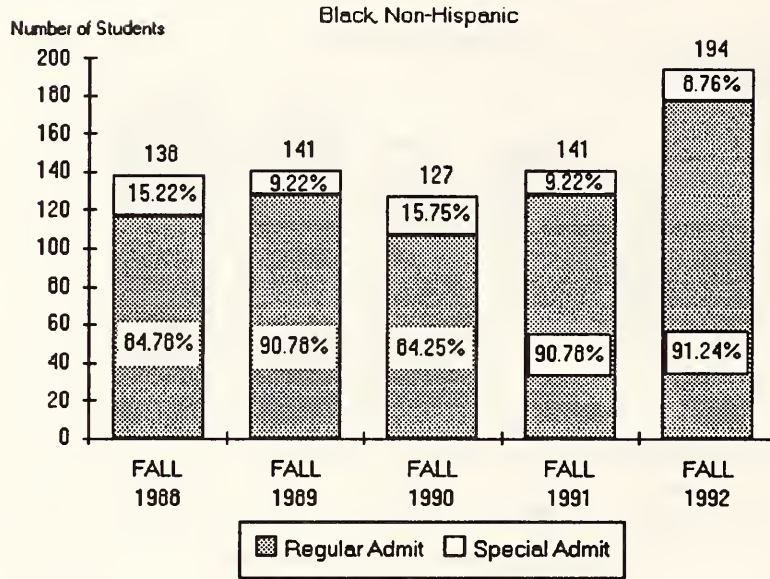


Figure 4

Southern Illinois University at Edwardsville
New Undergraduate Transfers
Admission Status, 1988 Through 1992



Academic Achievement -- Minority Students

Table 2.A, Cumulative Grade Point Average of Students by Racial/Ethnic Category, Gender and Disability Status, by Student Level and School, Fall Quarters, 1988-1992, shows that grade point averages for undergraduate black males and females dropped slightly (less than 0.1) from 1991 to 1992. Grade point averages for black students are lower than all other groups. (See Figure 5) It should be noted that the total number of students in all groups except "Black, Non-Hispanic" and "White, Non-Hispanic" is small, and grade point averages are influenced by the number in the group. Black male undergraduate students have a grade point average that is 0.54 lower than white male students in 1992. Black female undergraduate students have a 0.69 lower grade point average in 1992. Undergraduate black male grade point averages increased slightly from 1991 to 1992 in the following schools: Business, Fine Arts and Communications, Sciences, and Social Sciences. Undergraduate black female grade point averages increased slightly from 1991 to 1992 in the following schools: Business, Engineering, and Sciences.

Black graduate students, both men and women, had a grade point average of 3.18 and 3.38, respectively in 1992. These are the lowest grade point averages of all groups. Black male graduate students had a grade point average that is 0.30 lower than white male students in 1992. Black female graduate students had a 0.31 lower grade point average in 1992.

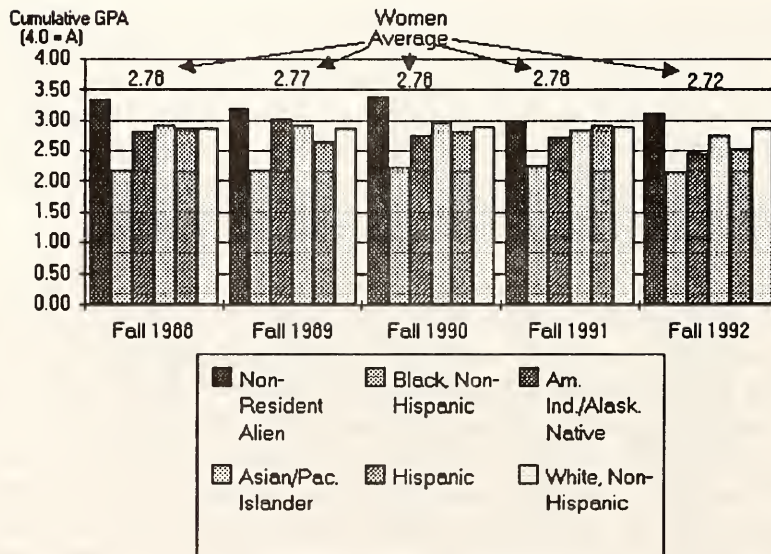
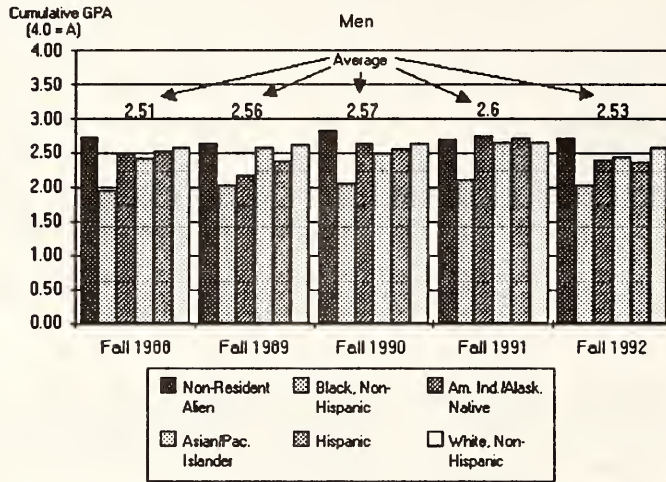
Prior to 1985 only two minority students had graduated from an engineering program at SIUE. Since the inception of the Minority Engineering Program in 1986, SIUE has had 53 minority students receive engineering degrees. In 1992 12% of those who received degrees in engineering at SIUE were minority students.

Undergraduate black students with undeclared majors had a grade point average below a "C" in 1992, the lowest for any group (major). Deciding on a major and therefore, setting academic goals, seems to have an impact on the academic achievement of black undergraduate students. Since more than half, sixty-seven percent of black male undergraduate students and sixty-four percent of black female undergraduate students, had not declared a major in 1992, encouraging and assisting students to declare a major may improve the academic status of black students.

According to Table 2.B, Percent of Students in Good Standing by Racial/Ethnic Category, Gender and Disability Status, by Student Level and School, Fall Quarters, 1988-1992, the percentage of undergraduate black students in good standing decreased to its lowest in five years. Black male undergraduates in good standing decreased from 82% in 1991 to 68% in 1992. Black females in good standing decreased from 89% in 1991 to 70% in 1992. Undergraduate white students in good standing also decreased by 8% for males and 4% for females from 1991 to 1992. The table indicates that undergraduates in good standing decreased in all groups from 1991 to 1992. These shifts have occurred for all students due to the modification in reporting changes in student academic status. The University expects no further changes of this sort to occur in the data in future years.

Figure 5

Southern Illinois University at Edwardsville
 Cumulative Grade Point Averages of Undergraduate Students
 Fall 1988 Through Fall 1992



Black male graduate students in good standing fell from 80%, in 1991 to 75% in 1992. Meanwhile, black female graduate students in good standing rose by 10% from 1991 to 1992.

Graduation Trends -- Minority Students

Table 3.A, Degrees Completed by Racial/Ethnic Category, Gender and Disability Status by Student Level and School, July 1, 1987 - June 30, 1992, shows that the number of black students who received undergraduate degrees in 1992 was 111, a decrease of 7 students from 1991 or a 6% decline. Meanwhile, the total number of undergraduate degrees conferred increased by 126 or 9% from 1991 to 1992. (See figure 6) Schools in which there were increases in the number of degrees awarded to black students from 1988 to 1992 were Business, Education, Humanities, Nursing, Sciences, and Social Sciences. The number of degrees conferred to black graduate students during 1992 decreased by 3% (1 student). The total number of graduate degrees awarded increased by 7% (46 students) from 1991 to 1992.

Table 3.B, Students Graduated, Still Enrolled, or Non -Persisting by Year of Attendance, reveals that the graduation rate of black male students is lower than all other male students. The data show that no black male undergraduate student who enrolled in 1988 had graduated after four years and that only 5% who entered in 1987 had graduated after five years. Only 6% of black male students who entered in 1986 had graduated in six years. In contrast, all males other than black or hispanic who entered in 1988 had a graduation rate of 8% after four years. All males other than black or hispanic who entered in 1987 had a graduation rate of 19% after five years and those who entered in 1986 had a graduation rate of 33% after six years.

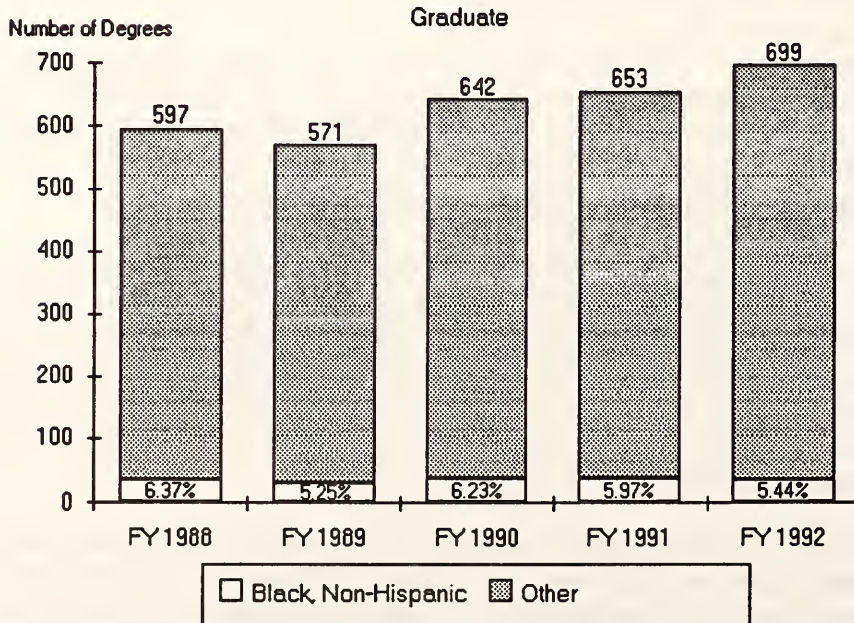
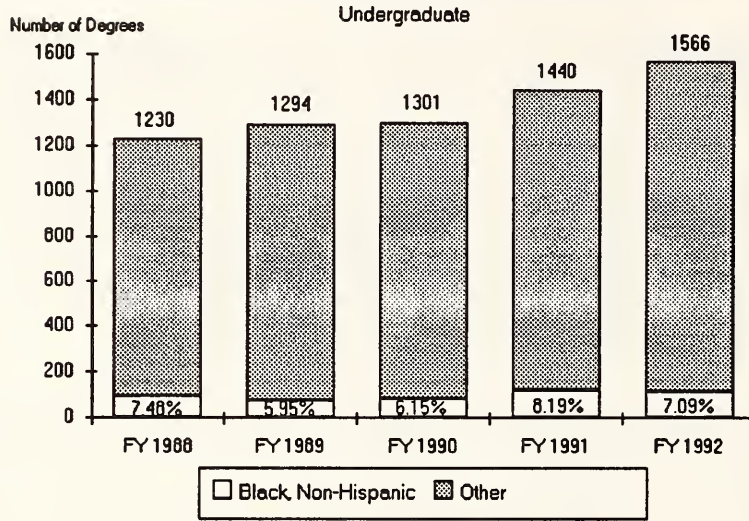
Black female undergraduate graduation rates were a little better than those for black males. Black females who entered the University in 1988 had a 3% graduation rate after four years. Those who entered in 1987 had a graduation rate of 10% after five years and those who entered in 1986 had a graduation rate of 11% after six years. Graduation rates for all females other than black or hispanic who entered in 1988 was 20% after four years. Graduation rates for all females other than black or hispanic who entered in 1987 was 39% after five years, and of those who entered in 1986, 40% had graduated after six years.

The non-persister rate for black female students was also higher than for all other females. The non-persister rate was 59% after four years for black females who entered the University in 1988. The rate for all females other than black or hispanic was 43% after four years for those who entered in 1988. The non-persister rate for black males was higher than for all males other than black or hispanic, but not as high as the female rate. The non-persister rate for black males who entered in 1988 was 51%. The rate for all males other than black or hispanic who entered in 1988 was 45% after four years.

The University remains committed to the goal of increasing the graduation rates for black students until they match the graduation rates of majority students. Until this goal has been achieved persistent attention will be required. It is important to note that the enrollment of black students has continued to increase. Since students who have decided on a major have higher

Figure 6

Southern Illinois University at Edwardsville
Degrees Completed, FY 1988 Through 1992



grade point averages, and presumably make more regular progress toward degrees, encouraging black students to select a major is suggested. The completion figures above also reflect three factors over which the University has, at best, only indirect influence: First, the level of preparation of students entering the University is often insufficient to permit them to make the kind of progress in their college work that we would like. Second, the economic and social circumstances of many of the University's students virtually ensure that they will need to interrupt their studies from time to time. Third, the expectations of students entering the University for their educational career may not include graduation. The fact that an individual does not graduate after a significant lapse of time does not assume that the University did not meet certain expectations of that person who was seeking higher education. The University seeks to enhance the ways it can help to increase the graduation rates of those students for whom graduation is one of their educational objectives.

Women Students

Goals and Objectives

Increase the participation of women students in academic programs where they are presently underrepresented.

Improve the recruitment, retention, and completion rates of women students in academic programs.

Initiatives

1. The Rape & Sexual Abuse Care Center presented a seminar on "Assessing the Risk of Rape Personally and Professionally." The seminar was designed to teach people how to assess their risk, keep themselves safe and teach them some techniques for self help and insight.
2. Carol Lynn Pearson, actress, poet, and author, performed her one-person show, "Mother Wove the Morning." The presentation was sponsored by the SIUE Women's Studies Program and Consortium, the SIUE Student Program Board, and Women for Women, a student organization. The play chronicles the lives of 16 women throughout history whose dramatic stories show that the human family has "always longed for its Mother in Heaven."
3. Ellen Goodman, Pulitzer Prize-winning syndicated columnist for the Boston Globe, spoke at SIUE as part of the Arts and Issues Series. Goodman's presentation focused on achievements of women in America in what she calls the "Year of the Women."
4. The students and staff of SIUE participated in a live, interactive teleconference, "Confronting Sexual Harassment on Campus", in the Hackberry Room of the University

Center. Approximately 100 people participated in the teleconference, which was followed by a one hour discussion period.

5. The Rape & Sexual Abuse Care Center received a \$7,000 grant from the "Alton Women's Home Association"; a \$23,180 grant from "Children's Services 92/93-ICASA"; a \$58,769 grant from "Advocacy Services 92/93-ICASA"; a \$27,775 from "Illinois Coalition Against Sexual Assault"; and a \$21,065 grant for "Victims' Assistance 92/93-IAG" from the Illinois Attorney General's Office.
6. The Student Leadership Development Program included several presenters who are women faculty, staff, student or community leaders. Modules that were presented by women during the year included the following: "Role Models and Risk Takers: Blue Prints for Successful Leaders", "Community Service: Opportunities and Responsibilities", "Leadership Opportunities on Campus", "Setting Goals for Effective Leadership", "Effective Communication", "Leadership Through Assertion", "Civic Responsibility", "Effective Meetings", "Conflict Resolution: Negotiating Differences", "Group Process", "Managing Stress", "Cross-Cultural Awareness", "Ethics and Leadership", "How to Get Things Done: Time Management", "Leadership Characteristics: You Are A Leader", "Delegating Responsibility Effectively", "Effective Communication", "International Affairs: What a Leader Needs to Know", "Cross-Cultural Awareness", "Leadership Challenges for Women", "The Art of Listening", "Personal Motivation", "Image and Etiquette".
7. A female undergraduate student received the Kimmel Scholarship at the Kimmel Awards Banquet. The student received the award based on her academic achievement and for her involvement in extracurricular activities. She is the president of Women for Women and is involved in the Women's Programs Committee of SIUE's Student Program Board. She is also active with the SIUE Rape and Sexual Abuse Care Center and worked on Carol Mosely-Braun's senatorial campaign.
8. The International Women's Organization(IWO) of SIUE heard a local resident present a talk on "A Westerner's Visit To China and Hong Kong."
9. The Office of Career Planning and Placement offers a Co-op job program for students to obtain much needed job skills. Many women and minorities have benefitted from the program in recent years.
10. The special assistant to the executive director of the American Association of Dental Schools, a female, addressed the 18th graduating class of the SIUE Dental School at commencement ceremonies.

Progress in Meeting Goals

Enrollment Trends -- Women Students

According to Table 1.A, female students made up 56% of the total student population at SIUE in the Fall of 1992. Undergraduate enrollment for women students was 56% of the total and women graduate students represented 55% of the graduate student population. These percentages have remained relatively stable over the past five years.

At the undergraduate level, female students outnumbered men in following schools: Business (52% of the total), Education (77% of the total), Fine Arts and Communications (57% of the total), Humanities (69% of the total), Nursing (96% of the total), Sciences (54% of the total), Social Sciences (72% of the total), and Undeclared major (67% of the total). Female enrollment in Engineering seems to be static over the past two years. In both 1991 and 1992, there were 100 female students who made up 17% of the undergraduate engineering population. The number of undergraduate women students in Sciences has increased by 25% since 1988, while the number of men students in Sciences has decreased.

At the graduate level, there are more female students than males in the following schools: Education (81% of the total), Fine Arts and Communications (75% of the total), Humanities (70% of the total), Nursing (93% of the total), and Unclassified (65% of the total). Over the last five years, female enrollment in the School of Humanities has increased from 56% of the total to 70% of the total. Female enrollment in the School of Dental Medicine has increased by 13 students over the past five years. In the Fall of 1988 female students accounted for 22% of the student population and in the Fall of 1992 females accounted for 28% of the students in Dental Medicine.

More women than men were admitted to the University both as first-time Freshmen and undergraduate transfer students in both the "regular" and the "special" admission categories.

Academic Achievement -- Women Students

According to Table 2.A, grade point averages for women continue to be higher than for men. Women have had a higher grade point than men at both the undergraduate and graduate level the past five years.

Undergraduate women had a higher grade point average than men in every school. The Schools of Humanities (3.07) and Education (3.03) reported the highest grade point averages for undergraduate women. Women with undeclared majors continue to have the lowest grade point averages (2.43). This has been the case for the last five years.

At the graduate level, women student's grade point averages surpassed those of men students in the following schools: Business, Education, Engineering, Sciences, and Undeclared/

Unclassified. The lowest grade point averages were in Business (3.33) and Social Sciences (3.45). The highest grade point average was in Education (3.85).

Table 2.B discloses that 87% of undergraduate women were in good standing in 1992. This is down from 94% in 1991. The percentage of men in good standing was 83% in 1992, which is also down from 92% in 1991. This is the first time in five years that the percentage of students in good standing has dropped below 90%. These shifts have occurred for all students due to the modifications made in reporting changes in student academic status. The University expects no further changes of this sort to occur in the future. In 1991 women were equal to or surpassed men in every school with a higher percentage in good standing. In 1992 the percentage of undergraduate women students in good standing exceeded that of men students in the following schools only: Business, Education, Engineering, Fine Arts and Communications, Humanities, Sciences, and Unclassified.

In 1992 96% of the women graduate students were in good standing, an increase of 6% over 1991. The percentage of women graduate students in good standing is 5% higher than the percentage of men. Women graduate students had a higher percentage in good standing than men in the following schools: Business, Education, Fine Arts and Communications, Sciences, and Undeclared. 100% of the women graduate students in the School of Education were in good standing.

Declaration of a major appears to influence grade point average at the undergraduate level. The percentage of students in good standing who are undeclared/unclassified is the lowest of all groups. Only 76% of women undergraduate students with an undeclared/unclassified major are in good standing. This is a decline of 5% from 1991. At the graduate level, the percentage of women in good standing with an undeclared/unclassified major increased 11% from 1991 (84%) to 1992 (95%).

Graduation Trends -- Women Students

Table 3.A (Appendix B) indicates Degrees Completed by Racial/ Ethnic Category, Gender and Disability Status, by Student Level and School. Table 3.B gives data on Students Graduated, Still Enrolled, or Non-Persisting by Year of Attendance.

The number of women students who received degrees increased from 882 in 1991 to 972 in 1992, an increase of 10%. Women students received 62% of the degrees conferred in 1992. The number of women receiving graduate degrees has increased in the last five years. Fifty-eight percent of the graduate degrees granted in 1992 were to women.

The undergraduate data show increases in the number of women graduates in the following schools: Education, Engineering, Fine Arts and Communications, Humanities, Sciences, and Social Sciences.

The graduate data show increases in the number of women graduates in the following schools: Business, Dental Medicine, Education, Engineering, Fine Arts and Communications, Humanities, Sciences, and Social Sciences. Only the Nursing School had a decline in the number of women graduate degrees awarded.

Schools in which the majority of the degrees were awarded to males are: Business (graduate), Dental Medicine (graduate), Engineering (graduate and undergraduate), Sciences (both under-graduate and graduate), and Social Sciences (graduate).

The data in Table 3.B reveal that twenty percent of female students, other than black and hispanic, who entered the university in 1988 graduated in four years. This is an increase of 3% from the previous year. The data show that 39% of the female students who entered in 1987 had graduated after five years and 40% of women admitted in 1986 graduated after six years.

Black women had a lower graduation rate than other female students. Only 3% of the black women who entered in 1988 graduated after four years, and only 10% of the black women admitted in 1987 graduated after five years. However, this five year percentage is the highest in seven years. (See Figure 7)

Disabled Students

It is important to note that identification of students with disabilities is difficult. Students who request service through the Disabled Student Services office and have evidence of disability are identified. Because of their right to privacy, individuals may not wish to disclose their disability and are, therefore, not identified by the University and not included in this document.

Goals and Objectives

Increase the participation of disabled students in academic programs where they are presently underrepresented.

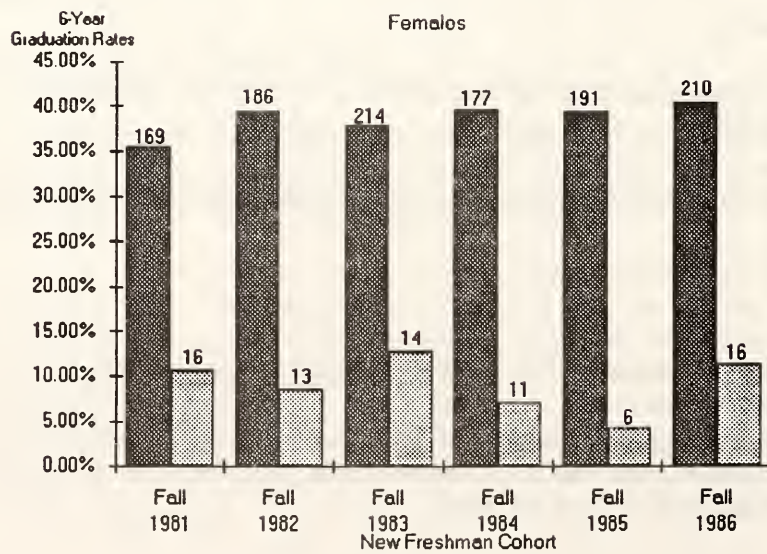
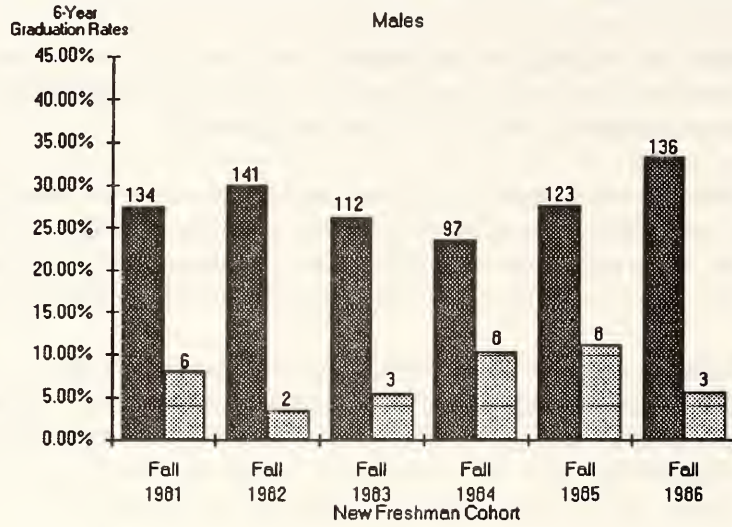
Improve the recruitment, retention, and completion rates of disabled students in academic programs.

Initiatives

1. A voice-activated computer for disabled students has been installed in the Office of Disabled Student Services. The computer, funded by a \$14,000 grant from the Excellence in Undergraduate Education Fund, is specifically designed for those who have limited or no use of their hands. It enables them to do their own papers and eliminates the need for someone to type for them.

Figure 7

Southern Illinois University at Edwardsville
Six-Year Graduation Rates for New Freshmen from Fall 1981 to Fall 1986



2. A female academic adviser for disabled students was recognized by the Illinois Rehabilitation Network of Jobs Now for being "an extremely resourceful person in attempting to aid not only students with disabilities, but disabled individuals in the community as well."
3. The Office of Disabled Student Services in cooperation with area businesses and organizations co-sponsored a Homecoming Weekend Wheelchair Basketball Tournament.
4. The Arts & Issues series, with the assistance of the Office of Disabled Student Services, began offering services to aid hearing- and sight-impaired patrons. These services include large-print programs for the visually-impaired, special ticket ordering for the hearing-impaired, and sign interpreters.
5. A proposal has been funded by the Excellence In Undergraduate Education Fund at SIUE for \$821 for workshops for disabled students.
6. An ADA Compliance Committee was established to determine priorities for making modifications required in the Americans with Disabilities Act.

Progress in Meeting Goals

Enrollment Trends -- Disabled Students

Table 1.A (Appendix B) provides Headcount Enrollment by Racial/Ethnic Category, Gender and Disability Status, by Student Level and School. According to Table 1.A, the undergraduate population of disabled students has increased 88% over the past five years. Disabled students made up 1.5% of the undergraduate student population in 1992. This is up from .85% in 1988. Disabled graduate students have increased 66% in the last five years. There are five male and four female disabled graduate students. (See Figure 8)

There was an increase in disabled undergraduate students from 1988 to 1992 in the following schools: Business, Education, Fine Arts and Communications, Nursing, Sciences, Social Sciences, and Undeclared. The largest number of undergraduate disabled students is in the Undeclared major category with sixty students (44% of the total undergraduate disabled population).

The nine disabled graduate students are in the following schools: Education (1 student), Fine Arts and Communications (3 students), Humanities (2 students), Sciences (2 students) and Social Sciences (1 student). There are no disabled students in Dental Medicine.

Figure 8

Southern Illinois University at Edwardsville
 Disabled Student Enrollment, Fall 1988 Through Fall 1992

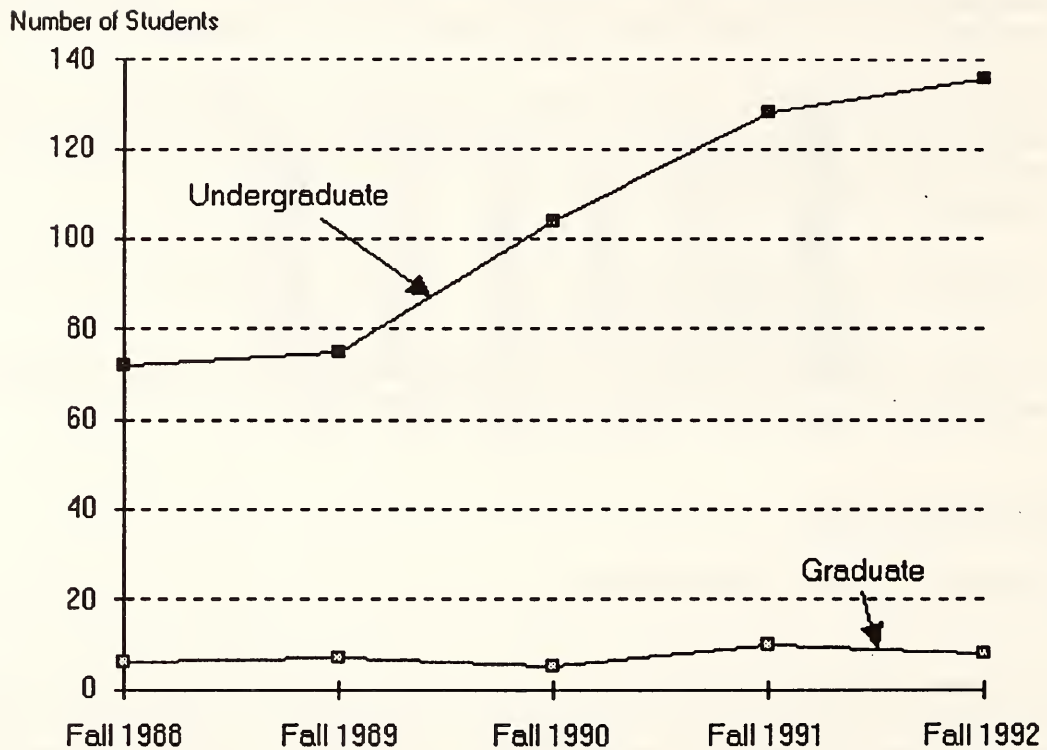


Table 1.B indicates that the number of disabled students enrolled as first-time students was down in 1992 from the previous year. There were 16 "regular" and "special" admitted first-time students in 1991. In 1992, there were only ten first-time students in both categories, a decrease of 37%.

Academic Achievement -- Disabled Students

The data in Table 2.A reveal that overall grade point averages of disabled undergraduate women increased from 2.68 to 2.73 since 1991 and decreased for men from 2.52 to 2.47. Because of the small number of disabled students in each of the schools, comparison of data on grade point averages for the years 1988 to 1992 has little significance.

Table 2.B shows that the number of disabled students in good standing has declined over the past five years. In 1988, 93% of the disabled male students were in good standing, compared to 84% in 1992. In 1988, 96% of the disabled women students were in good standing, compared to 89% in 1992. Though the number of disabled graduate students is small, 100% of both men and women students were in good standing.

Graduation Trends -- Disabled Students

According to Table 3.A, fourteen undergraduate degrees were awarded to disabled students in 1992 compared to three degrees received by disabled students in 1988.

Three graduate degrees were received by disabled students in 1992, compared to none in 1988.

Underrepresented Faculty and Staff

Goals and Objectives

Improve the recruitment and retention of minority faculty and staff.

Improve the recruitment and retention of women and faculty and staff.

Improve the recruitment and retention of disabled faculty and staff.

Initiatives

1. A black male professor who is poet laureate of East St. Louis and professor of English Language and Literature at SIUE was awarded the 1993 American Book Award from the Before Columbus Foundation for his collection of poems, The Eye in the Ceiling. The award has been given annually since 1980, for "excellence in multi-cultural literature."
2. A black female was promoted to program director of Special Services in the Office of Academic Counseling and Advising.
3. A female professor of curriculum and instruction in the School of Education at SIUE presented a paper at the annual Warwick International Early Years Conference. The event was held at the University of Warwick in England. The paper was entitled "A Historical and Sociological Perspective of the Contemporary American Kindergarten."
4. A faculty member in the School of Nursing received \$6,750 from the Excellence In Undergraduate Education Fund of SIUE. The proposal, "Lifespan Development in the United States: Issues and Choices", supports development of an interdisciplinary studies

course that will involve the SIUE Schools of Education, Social Sciences, Humanities, and Nursing. The purpose of the course is to allow students to examine issues "over cultural diversity in a democratic society."

5. A female assistant professor of Foreign Languages and Literature spoke during the Women's Studies Luncheon Forum. She lectured about "The Politics of Gender In German Cartoons of Unification."
6. An honorary Doctor of Humane Letters was awarded to William Julius Wilson, an internationally renowned sociologist and director of the Center for the Study of Urban Inequality at the University of Chicago. In summer, 1992, Professor Wilson was the first designee under the University's Scholar in Residence program. His research has focused on poverty, race, and urban affairs. The degree was awarded at the combined commencement activities for the Schools of Fine Arts and Communications, Humanities, Sciences and Social Sciences, and University College.
7. Two female professors in the School of Nursing received a grant of \$333,066 for the "Nurse-managed Center" from the Department of Health and Human Services, Division of Nursing. This is the third year that funding has been obtained. The nurse-managed center, Community Nursing Services, is located in the East St. Louis Center of SIUE. One of its purposes is to provide health care to minorities.
8. The Dean of the School of Nursing, a female, received a grant of \$243,043 from the Department of Health and Human Services, Division of Nursing, for funding a master's-level specialization in nurse anesthesia.
9. A female was named coordinator of the newly-established graduate level specialization in nurse anesthesia in the nursing M.S. degree.
10. An associate professor of curriculum and instruction, a black male, was awarded the Kimmel Community Service Award. He was honored for his work with the Edwardsville schools, the Edwardsville Economic Opportunity Commission, the board of Senior Citizens Inc., the National Honor Society, and alcohol and drug treatment programs and centers.
11. A female administrator was promoted to Director of Admissions and Registrar.
12. The library hired a female as the new Science and Nursing Librarian.
13. A female faculty member of the School of Sciences, along with colleagues from the Schools of Engineering and Education, received a \$65,030 grant from the Illinois State Board of Education. The grant will be used for "Science, Technology, and Engineering Problem Solving (STEPS)."

14. A female associate professor of speech communication received the Great Teacher Award for "excellence in classroom teaching" from the SIUE Alumni Association.
15. One female faculty member in the School of Business was promoted to the rank of professor.
16. One female faculty member in each of the following schools was promoted to the rank of associate professor: Fine Arts and Communications, Humanities, Nursing, and Social Sciences.
17. Several female staff and faculty received grant funding for a variety of projects. They represented departments campus-wide such as: Office of Continuing Education, School of Sciences, School of Humanities, Academic Marketing Services, Regional Research and Development Services, University Services to East St.Louis, and School of Nursing.
18. A female was named director of the Student Financial Aid Office.

Progress in Meeting Goals

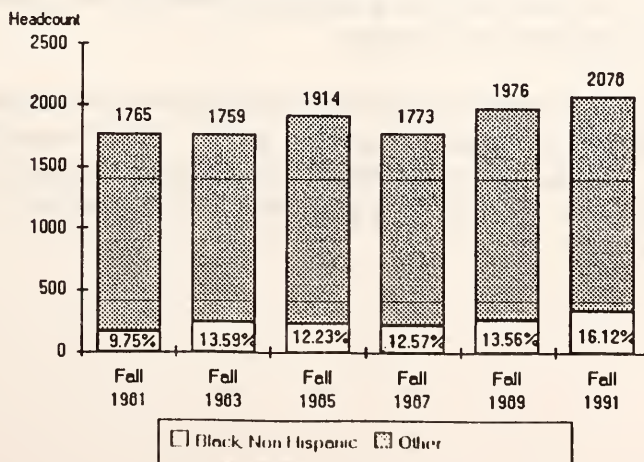
Employment Trends

Since the University is required to submit EEO reports on an every-other-year basis, the data on employment trends are unchanged from the previous report. The reports are updated on odd numbered years and are used for generating information for this section of the report. Therefore, the information below is a reflection of the FY 92 report.

Table 4.A (Appendix B) indicates there has been a 95% increase in the number of black employees from 1981 to 1991. The percentage increase of all employees at SIUE during that time period was 18%. In 1981 black employees represented eight percent of the employees at the University and the number increased to sixteen percent in 1991. (See Figure 9)

Figure 9

**Southern Illinois University at Edwardsville
Full-Time Employees, 1981 to 1991**



When comparing 1981 with 1991, all employee groups show an increase in the number of blacks except Faculty and Skilled Craft. The number of black faculty decreased in the mid 1980's following the phasing out of the Experiment in Higher Education in East St. Louis. It should be noted that the number of black faculty has increased from 1989 to 1991 by 39%. The largest increase in the number of black employees occurred in the Technical/ Paraprofessional group from seven employees in 1981 to 89 in 1991.

Hiring Trends

The data in Table 4.B (Appendix B) show eight black employees were new hires in 1991, 12% of the total new hires. These figures are similar to those of 1981. According to the information reported, the greatest number of new minority hires occurred in 1985 when 20% of the total new employees were black.

According to Table 5.A, the number of RAMP administrators (identified as those who are within two reporting lines of the president) has remained relatively constant over the last five years (1988-92). There are currently 24 RAMP administrators at the University. Of this number, 19 are males and 5 are females. Males make up 79% of the administrators at the University, down from 82.6% in 1988. There are 16 white male administrators, which is 66.6% of the total. Three, or 12.5%, of the administrators are white females. There are presently two black female administrators at the University. This number is unchanged from the previous five years and is 8.3% of total RAMP administrators and 40% of the total women administrators. There is one Asian/Pacific Islander male administrator at the University representing 4.1% of the number of administrators. There are no noticeable trends in this category.

SIUE SUMMARY

In FY 93 SIUE continued its commitment to serve minorities, women and disabled students, faculty and staff. Thirty-eight programs were funded that served almost 14,000 individuals. Major commitments of dollars and staff were in programs dedicated to serving minorities. These programs embrace learning at every level from preschool to adulthood. Fourteen of the programs were dedicated to serving elementary and secondary school students. More than \$9,000,000 was allocated for these programs. Over 199 staff years were dedicated to serving individuals in underrepresented groups.

Notable among the new programs in FY92 is a program devoted to improving the quality of life for children living in economically depressed areas. The University, along with a consortium of agencies, schools and neighborhood organizations, believes that children in depressed areas will have better chances of accomplishing their goals with the services and activities of this program.

Efforts at the University to recruit and retain minority, women and disabled students have been positive. The female student population continues to exceed the number of male students at both the graduate and undergraduate levels. Female students received more degrees than male students. Black student enrollment increased in FY 92 at both the undergraduate and graduate levels. Undergraduate black student enrollment represents 15.9 percent of the undergraduate student population. The disabled student population continues to increase as more services and programs are made available to this community. The number of degrees awarded to disabled students has increased.

APPENDIX B - SIUE

1. Suggested Areas of Examination for Focus Topics for Fall 1993 Institutional Reports
Attachment A
2. Program Inventory Forms (Additions, Deletions)
Attachment B
3. Student Program Table
Attachment C - Table 1
4. Staff Program Table
Attachment C - Table 2
5. Program Resource Table
Attachment C - Table 3
6. Definitions for Annual Report on Underrepresented Groups
Attachment D
7. Disabled Student Enrollment Form
Attachment E
8. Review of Formally Organized Units Supporting Underrepresented Groups
Attachment F
9. Review Schedule for Formally Organized Support Units Serving Underrepresented Groups
Attachment G
10. Campus-Wide Student Data Tables
Tables 1A - 3B
11. SIUE Faculty and Staff Employment Tables
Tables 4A - 5B

ATTACHMENT A

FOCUS TOPICS

Recruiting and Retaining Graduate Students from Underrepresented Groups

The "Plan for Graduate Student Recruitment and Retention at Southern Illinois University at Edwardsville (SIUE)" is administered by the Graduate School and specifically targets minorities and women in the SIUE service area, who, often are among the first generation of families taking advantage of opportunities in higher education. The plan proposes such initiatives as mentors for minorities and women, tuition waivers, and active pursuit of external sources of funding.

Three programs that target minorities, including women, for financial assistance in pursuing graduate study at SIUE are administered directly by the Graduate School. These include the Competitive Graduate Awards (CGA), Illinois Consortium for Educational Opportunity Program (ICEOP), and Presidential Minority Tuition Waivers.

Comparative data on enrollment rates in the last ten years indicate steady improvement in successive years in the percentage of enrolled African-Americans. Among all classified graduate students enrolled in Fall 1992, African-Americans comprised 7.5 percent of the total. Among females, the enrollment percentage has also improved, rising to 57.1 percent in 1992. Graduation data for 1991-1992 show that African-Americans were 5.6 percent of the total number of graduate students receiving degrees, and females were 59.2 percent of the graduates.

Obstacles to recruitment and retention continue to be the inability to fund the Graduate School's recruitment plan, the non-traditional enrollment pattern in which graduate students frequently carry on full-time employment and enroll as part-time students, and family responsibilities that frequently disrupt academic continuity. Given the current financial climate in higher education, academic units are continually exploring new approaches to recruitment and retention that will minimize the expense for individual units.

Recruitment of graduate students, particularly minorities and women, depends to a large extent on the efforts of individual academic programs to identify prospective students for graduate study. Cooperative efforts between units ensures that information is disseminated and followup contact occurs. The Graduate School contributes to the recruitment effort through annual representation at a Council of Graduate Schools/Graduate Record Exam Board (CGS/GRE) Recruitment Fair and local participation at career fairs sponsored by traditionally Black institutions. At the request of campus service units and local community agencies, the Graduate School also functions as a resource by helping to arrange participation of specific academic units in various recruitment events.

The employment of strategies for the retention of graduate students, especially those from underrepresented groups, is essential for enabling students to complete their degree programs.

Monitoring academic progress is a joint effort between the Graduate School and academic units. Students with deficiencies are identified, and strategies are outlined to improve academic performance. Mentoring and tutoring are important elements in this process, as is access to such campus resources as The Writing Center, Speech, Language, and Hearing Center, Testing Services, and Disabled Student Services.

The three award programs administered by the Graduate School require special initiatives to communicate application deadlines and procedures, and Graduate School resources are allocated for these programs. In particular, the CGA and ICEOP fellowships are used as attractive recruiting tools by departments because of their focus on both academically gifted students and those from traditionally underrepresented groups, specifically prospective students from East St. Louis, which is 92 percent African-American. The University Fellowship and Scholarship Committee (UFSC) screens and selects CGA recipients, while ICEOP application materials are submitted to an external committee of representatives from Illinois institutions for examination and selection.

Awards of Presidential Minority Tuition Waivers are based on letters of nomination routed from the Graduate Program Director to the School Dean and finally to the Graduate Dean. Letters of nomination must address the means by which the nominee was identified for consideration, must include a statement on the individual's ability to pursue graduate study, and are expected to describe the retention strategies and mentoring that will be implemented. These awards provide tuition waivers for the term or terms for which the student has been selected to receive such assistance.

The SIUE Minority Scholarship Program, which awards more than 100 undergraduate scholarships each academic year, contributes to the University's commitment to attract and retain minority students. Minority undergraduates are encouraged to pursue graduate study through a variety of avenues, such as counseling and advisement, mentoring, tutorials, peer assistance, special interest clubs, and coordinated sponsorship of events with business and industry. Programs operating at the East St. Louis Center also play an important role in directing minorities to the SIUE campus. The fact that 38 percent of SIUE's graduate students enrolled in 1992-93 received their undergraduate degrees from SIUE places an important emphasis on recruitment and retention at the University.

Undergraduates who apply to the Graduate School before the baccalaureate degree has been awarded are permitted to enroll in course work for graduate credit and to hold graduate assistantships within certain limitations and restrictions. Assistantships in research, teaching, doctoral, and general areas are open to all qualified graduates and some senior-level undergraduate students. By their description and specifications, the responsibilities of the assistantships must contribute to the student's growth and development within the framework of

the degree program. Graduate assistants are expected to participate in seminars and workshops that prepare them for departmental responsibilities and provide mentoring to ensure completion of academic programs.

IMPROVING THE CAMPUS CLIMATE FOR MINORITY STUDENTS

The University has published a University Values and Mission brochure in which important values are endorsed. Two of the values are especially appropriate for addressing the campus climate for minority students. They are the following: "Equal opportunity and affirmative action are integral to the development of a healthy community" and "A humane, safe, and supportive environment is essential to the welfare, growth, and advancement of all members of a university community."

All students entering the University in Fall 1993 and beyond will take, before they graduate, one course in intergroup relations to meet a General Education program requirement. Courses that meet this requirement address issues of race and gender in a national context. Such courses will be offered in a number of departments including anthropology, biology, economics, educational foundations, english, history, interdisciplinary studies, philosophy, psychology, sociology, social work, speech communications and women's studies. Furthermore, two of the objectives of the General Education program include:

Appreciation of Cultures: All students will gain an understanding of the traditions which influence American culture and of the traditions of other cultures in order to develop a respect for and a sensitivity to ethnic and cultural diversity. Students will become aware of increasing global interdependence.

A Sense of Ethics: All students will understand the nature of value judgments, will have an ability to make reasoned and informed value judgments, and will appreciate the diversity among cultures with respect to mores and traditional standards of conduct.

Project MORE was initiated during the fall term of 1990 to develop and enhance articulation for minority transfer students from community colleges, in particular from State Community College, Belleville Area College, Lewis and Clark Community College and Kaskaskia College. The major goal of this project is to increase the number of minority students in baccalaureate transfer programs in community colleges who will eventually transfer to SIUE and graduate from the senior institution. This program provides SIUE with a unique opportunity to strengthen the link and improve minority articulation with the community colleges.

The program has the following goals:

1. Increase the number of minority students entering and completing transfer programs at the four cooperating community colleges.
2. Address factors that interfere with the successful transfer of minority students from community colleges to SIUE.

3. Increase minority transfer enrollments from the community colleges to SIUE.
4. Increase retention rates of minority community college transfer students at SIUE to graduation.

The program has been successful in increasing the number of minority students who enter and complete transfer programs at the cooperating community colleges. In addition, the number of minority transfer enrollments from the community colleges at SIUE has increased, indicating that the outreach and support activities have had success.

A mentoring component of the program remains the weakest feature. More faculty, staff and peer involvement is needed to assure mentors and role models for these students. The University will continue to address this element of the program.

The Minority Scholarship Program encourages minority students to enter the academic disciplines of engineering, physical and biological sciences, nursing, teacher education, and computer science. The scholarships are distributed on the basis of academic merit and/or financial need and are used to pay tuition, fees, housing and expenses related to attending SIUE. Approximately 100 scholarships are awarded each year. The amount of the scholarships range from \$1,000 to \$1,800 in the first year and up to \$1,000 in the second, third and fourth years. Amounts vary according to financial need and other sources of financial aid of the recipient.

The philosophy of the Student Affairs Units at the University is that the programs, services and activities that they sponsor are designed to assist all students to become aware of and accepting of differences among people and cultures. To improve the campus climate for all students allows minority students to grow and develop side-by-side with the majority population. These units provide specific services to minority students, including the following:

- *tutorial services through student organizations
- *discussions and presentations that promote understanding
- *mentors for minority students
- *networks for interacting with other students and groups
- *opportunities to serve on University committees
- *opportunities to attend national and regional conferences
- *opportunities to serve in leadership roles in organizations and on committees
- *opportunities to make presentations at conferences
- *job training and experience
- *staff training and diversity workshops in all student affairs units

The results of the first IBHE Statewide Baccalaureate Alumni/ae Survey conducted in June of 1992 revealed the following perceptions of blacks about their SIUE education.

*Ninety-one percent of the black respondents report that their baccalaureate degree prepared them "very well" or "adequately" for their jobs.

*Eighty-three percent of the black respondents report that their jobs are "closely related" or "related" to the baccalaureate major.

*Eighty-eight percent of the black respondents report that they have a "positive" attitude towards the University. Eleven percent of the black respondents report either a "strongly negative" or "negative" attitude toward the University.

*Eighty-nine percent of the black respondents report that they have a "strongly positive" or "positive" attitude towards their bachelor's degree major.

As previously noted, the area in which the University needs improvement in the climate for minority students is in mentoring. It is believed that minority students feel more comfortable and experience greater success with the assistance of mentors. While there are minority faculty and staff who serve in this important role, they are called upon frequently. Efforts to recruit additional minority faculty and staff are ongoing.

RECRUITING AND RETAINING FACULTY FROM UNDERREPRESENTED GROUPS

In July 1989, the Provost initiated a procedure designed to insure the presence of qualified minority applicants in candidate pools for faculty positions. The Deans and directors were instructed to include with every faculty position announcement a plan detailing the steps to be taken to identify and recruit minority candidates. When search committees prepare to bring candidates to campus for interviews, the Provost meets with the chair and the Dean to review the pool of candidates for racial and gender diversity. If the pool is not diverse, the search is aborted unless the unit can demonstrate that the omission has occurred only after aggressive efforts were made to locate minority candidates. At the conclusion of the campus interviews, the Provost again meets with the chair and the Dean to decide if an offer should be extended. If a minority candidate is available, this meeting focuses on strategies for hiring the individual. If a minority candidate is not available, the meeting focuses on whether staffing and program requirements permit the department to reopen the search to continue to seek minority candidates. These procedures help departments to be mindful of the necessity for recruiting faculty and staff from underrepresented groups.

As part of the North Central Association Self-Study, the Contributing Committee on Faculty and Staff Recruitment and Development reported several additional efforts that have been made to recruit women and minorities:

- 1) Potential female or minority candidates for faculty and professional staff positions are identified through publications of the National Research Council (summary of doctorate

recipients from United States Universities), minority data banks with professional organizations, and the SIUE Human Relations Office vitae data bank.

- 2) SIUE faculty and staff contact colleagues at institutions that award Ph.D.'s to determine the availability of women and minorities.
- 3) SIUE faculty, staff, and administrators share knowledge of potential candidates with fellow SIUE faculty and staff.
- 4) SIUE chairpersons personally contact chairpersons of major universities to solicit names of their qualified minority graduates.
- 5) Special recruitment campaigns are made at professional meetings and conferences.
- 6) SIUE departments correspond directly with recent and upcoming graduates.

ATTACHMENT B

Form for Program Additions and Deletions

Please provide the following information for each program and formally organized unit serving underrepresented groups that have been established or eliminated in the past year. Report information only on programs that have a primary purpose to serve minority, female, and/or disabled students and staff and that have a budget allocation for this purpose.

Name of the program or formally organized support unit: Latchkey Program

Current goals and objectives of the program or unit: To provide a safe place for children between the ages of 6-12 to stay while parents are away from home working or in school.

Type of activities and events that the program or unit conducts and sponsors: The curriculum will encompass educational, emotional, physical and social development directed toward meeting the developmental needs of each child. Activities will be provided in the areas of arts and crafts, drama, math, reading, listening skills, music, etc.

ATTACHMENT B

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Please provide the following information for each program and formally organized unit serving underrepresented groups that have been established or eliminated in the past year. Report information only on programs that have a primary purpose to serve minority, female, and/or disabled students and staff and that have a budget allocation for this purpose.

Name of the program or formally organized support unit: Basics Plus Project

Current goals and objectives of the program or unit: To enhance the basic skills and employability of low academic achieving individuals ages 16-21 through the provision of remedial instruction in the areas of reading and mathematics.

Type of activities and events that the program or unit conducts and sponsors: Formal classroom instruction, guest speakers/presenters, computer training, and practical application as it relates to basic skills development.

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Please provide the following information for each program and formally organized unit serving underrepresented groups that have been established or eliminated in the past year. Report information only on programs that have a primary purpose to serve minority, female, and/or disabled students and staff and that have a budget allocation for this purpose.

Name of the program or formally organized support unit: Project ASPIRE (Academic Support Program for Intensive Reinforcement Education) DELETED (FY93)

Current goals and objectives of the program or unit: To provide reinforcement in the basic skills and summer employment.

Type of activities and events that the program or unit conducts and sponsors : A summer program that teaches mathematics and reading in a computer-assisted environment to inner-city youth and provides them on-the-job training.

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Form for Program Additions and Deletions

Please provide the following information for each program and formally organized unit serving underrepresented groups that have been established or eliminated in the past year. Report information only on programs that have a primary purpose to serve minority, female, and/or disabled students and staff and that have a budget allocation for this purpose.

Name of the program or formally organized support unit: Project BEST (Building Employees for Science and Technology) DELETED (FY93)

Current goals and objectives of the program or unit: To expand and reinforce the knowledge and pre-employment information of 14 and 15 year olds with regard to careers in science.

Type of activities and events that the program or unit conducts and sponsors: Job-seeking and job-keeping skills of students are developed by their participation in seminars, workshops, classroom activities and field trips. Students also receive tutoring in the sciences and in mathematics.

ATTACHMENT B

Form for Program Additions and Deletions

Please provide the following information for each program and formally organized unit serving underrepresented groups that have been established or eliminated in the past year. Report information only on programs that have a primary purpose to serve minority, female, and/or disabled students and staff and that have a budget allocation for this purpose.

Name of the program or formally organized support unit: Lifestyles Program DELETED (FY93)

Current goals and objectives of the program or unit: To provide activities aimed at mainstreaming special education students ages 16-21 enrolled in School district 189.

Type of activities and events that the program or unit conducts and sponsors: Provides after school training in mathematics and reading and assists in the development of pre-employment skills. Also enhances social development through field trips and retreats.

ATTACHMENT B

Form for Program Additions and Deletions

Please provide the following information for each program and formally organized unit serving underrepresented groups that have been established or eliminated in the past year. Report information only on programs that have a primary purpose to serve minority, female, and/or disabled students and staff and that have a budget allocation for this purpose.

Name of the program or formally organized support unit: Operation Uplift DELETED (FY93)

Current goals and objectives of the program or unit: To provide intensive job skills training and counseling for at-risk teenagers enrolled in School District 189.

Type of activities and events that the program or unit conducts and sponsors : An after school program that provides tutoring, pre-employment training, social enrichment, and career counseling. Also assists students in the development of work maturity, research, academic, and social skills.

ATTACHMENT B

Form for Program Additions and Deletions

Please provide the following information for each program and formally organized unit serving underrepresented groups that have been established or eliminated in the past year. Report information only on programs that have a primary purpose to serve minority, female, and/or disabled students and staff and that have a budget allocation for this purpose.

Name of the program or formally organized support unit: Project Master Key
DELETED (FY93)

Current goals and objectives of the program or unit: To decrease the dropout rate and increase the graduation among senior high school seniors identified as potential dropouts.

Type of activities and events that the program or unit conducts and sponsors: Include personal, academic, and career counseling; tutorial services; and recreational activities.

ATTACHMENT B

Form for Program Additions and Deletions

Please provide the following information for each program and formally organized unit serving underrepresented groups that have been established or eliminated in the past year. Report information only on programs that have a primary purpose to serve minority, female, and/or disabled students and staff and that have a budget allocation for this purpose.

Name of the program or formally organized support unit: Patricia Roberts Harris Fellowship Program - DELETED

Current goals and objectives of the program or unit: A federal grant program that targets minorities. SIUE was not funded for the 1992-93 academic year.

Type of activities and events that the program or unit conducts and sponsors:

ATTACHMENT B

Form for Program Additions and Deletions

Please provide the following information for each program and formally organized unit serving underrepresented groups that have been established or eliminated in the past year. Report information only on programs that have a primary purpose to serve minority, female, and/or disabled students and staff and that have a budget allocation for this purpose.

Name of the program or formally organized support unit: Project CARING

Current goals and objectives of the program or unit: Provide comprehensive educational, social and health services to students and families in the Lansdowne community of East St. Louis and eventually in St. Louis.

Type of activities and events that the program or unit conducts and sponsors: workshops, social services, tutoring, health services

ATTACHMENT B

Form for Program Additions and Deletions

Please provide the following information for each program and formally organized unit serving underrepresented groups that have been established or eliminated in the past year. Report information only on programs that have a primary purpose to serve minority, female, and/or disabled students and staff and that have a budget allocation for this purpose.

Name of the program or formally organized support unit: Students Engaged in Engineering/Consulting Engineers Council of Illinois

Current goals and objectives of the program or unit: To expose middle school students to the many facets of engineering in order to pique their interest at an early age and encourage them to take the necessary math and science courses early in their academic career.

Type of activities and events that the program or unit conducts and sponsors: Five in-class discussions and four fields trips on a monthly basis. Topics will include transportation, structures, the environment, electrical tour, Monsanto tour and SIUE tour.

ATTACHMENT B

Form for Program Additions and Deletions

Please provide the following information for each program and formally organized unit serving underrepresented groups that have been established or eliminated in the past year. Report information only on programs that have a primary purpose to serve minority, female, and/or disabled students and staff and that have a budget allocation for this purpose.

Name of the program or formally organized support unit: Patricia Roberts Harris Fellowship Program - DELETED

Current goals and objectives of the program or unit: A federal grant program that targets minorities. SIUE was not funded for the 1992-93 academic year.

Type of activities and events that the program or unit conducts and sponsors:

Attachment C1

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1993*

	Served by Minority Programs				Total Minority	White	By Dedicated Programs			Multi- purpose**	Total Students Served
	Black	Hispanic	Asian	Other			Unknown	Females	Disabled		
SOUTHERN ILLINOIS UNIVERSITY											
Competitive Graduate Award	1		2	3	16						19
Computer Lab/East St. Louis	100			100							100
Cooperative Education Program for Liberal Arts Students Focusing on Women and Minorities	37	2	5	44	124						168
Disabled Services Office										192	192
East St. Louis Scholarship Loan	128			128							128
Educational Opportunity Center/East St. Louis	649		3	652	37			2			691
IL Consortium for Educational Opportunity										2	2
Katherine Dunham Center for the Performing Arts	1,660			1,660	27						1,687
Minority Engineering Program	62	11	9	82	80			2			164
Minority Engineering Program Department Tutoring Program	17	2	2	21	47						68
Minority Scholarship Program	112	6	5	123	2			3			128
Minority Teachers of Illinois Scholarship				22							22
National Action Council for Minorities in Engineering Incentive Grants Program	5	2		7							7
President's Minority Graduate Tuition Awards	57			57	30						87
Project GAIN	578	9	5	592	938						1,530
Project MORE: Minority Outreach and Retention Efforts											
School of Dental Medicine											
Minority Scholarship Program	3	1		4							4
General Practice Residents			2	2	5						7

Attachment C1

School of Nursing Recruitment/Retention Committee	199	1	200	57		257
Special Services Program	242	2	251	135	4	390
Students Engaged in Engineering						0
Women and Minorities in Educational Administration			3			3
Women's Studies Program					324	324
Basics Plus Project***	53		53	1		54
Child Development Program/East St. Louis***	236		236			236
East St. Louis Teacher's Institute***	150		150			150
Educational Enrichment Program***	504	4	515	181		696
Head Start Program***	1,002	10	1,015	201		1,216
Improving Math and Science Instruction of Black Students in Junior High School***	116		116			116
Latchkey Program***	100		100			100
Mentoring at Landsdowne***	125		125			125
Project CARING***	660		660	5		665
Project REAL: Restructuring Education at Landsdowne***	660		660	5	25	665
Project Success/East St. Louis***	137		137	2		139
Reflections Project***						33
Senior Tech Project***	13		13			13
STEP (Striving Toward Educational Proficiency)/East St. Louis***	40		40			40
TREND (Turning Recreational Excitement in New Directions)/East St. Louis***	3,242		3,242	303		3,545
Upward Bound/Science Awareness Program***	150		150			150

/Not Available

Includes all programs that have a primary purpose to serve underrepresented students and that have a budget allocation from the institution for this purpose. Program is directed to serve more than one underrepresented group (e.g., minorities and females).

***Program serves elementary and secondary school students.

Attachment C2

PROGRAMS FOR UNDERREPRESENTED STAFF AT ILLINOIS PUBLIC INSTITUTIONS
STAFF SERVED, FISCAL YEAR 1993*

Program	Racial/Ethnic Composition of Staff Served by Minority Programs				Females & Disabled Served By Dedicated Programs			Total Staff Served	
	Black	Hispanic	Asian American	Native American	Minority White	Unknown	Females Disabled		Multi-purpose**
SOUTHERN ILLINOIS UNIVERSITY AT EDWARDSVILLE									
Minority Faculty Recruitment and Retention	18								18

NA Not Available

* Includes all programs that have a primary purpose to serve underrepresented staff and that have a budget allocation from the institution for this purpose.

** Program is directed to serve more than one underrepresented group (e.g., minorities and females).

*** Program serves elementary and secondary school students.

Attachment C3

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
 UNDERREPRESENTED STUDENTS AND STAFF
 AT PUBLIC INSTITUTIONS, FISCAL YEARS 1992 AND 1993*

Program	Staff Years Budgeted		Dollars Budgeted**		Change in Dollars Budgeted
	FY92	FY93	FY92	FY93	
Southern Illinois University at Edwardsville					
Competitive Graduate Award	0.60	0.60	89,800	89,800	0
Computer Lab/East St. Louis	0.60	0.60	8,500	8,700	200
Cooperative Education Program for Liberal Arts Students Focusing on Women and Minorities	4.00	4.00	164,200	171,200	7,000
Disabled Services Office	2.30	2.14	38,500	36,700	(1,800)
East St. Louis Scholarship Loan	2.00	1.06	96,400	62,300	(34,100)
Educational Opportunity Center/East St. Louis	3.00	2.89	124,700	134,300	9,600
IL Consortium for Educational Opportunity	0.01	0.01	10,000	20,000	10,000
Katherine Dunham Center for the Performing Arts	7.00	8.49	294,700	346,900	52,200
Minority Engineering Program	1.00	0.89	62,600	30,000	(32,600)
Minority Engineering Program Department Tutoring Program	0.00	0.00	6,200	1,500	(4,700)
Minority Faculty and Student Recruitment and Retention	0.00	0.00	92,800	197,000	104,200
Minority Scholarship Program	0.00	0.00	135,000	144,000	9,000
Minority Teachers of Illinois Scholarship National Action Council for Minorities in Engineering Incentive Grants Program	0.00	0.00	8,800	3,900	(4,900)
President's Minority Graduate Tuition Awards	0.01	0.01	25,000	25,000	0
Project GAIN	1.30	1.30	124,400	111,400	(13,000)
Project MORE: Minority Outreach and Retention Efforts	1.25	1.25	47,000	47,000	0
School of Dental Medicine					
Minority Scholarship Program	0.00	0.00	10,000	10,000	0

Attachment C3

School of Nursing Recruitment/Retention Committee	0.00	0.50	700	2,400	1,700
Special Services Program	10.00	10.00	268,200	318,600	50,400
Students Engaged in Engineering	0.00	0.05	0	2,900	2,900
Women and Minorities in Educational Administration	0.00	0.00	800	1,100	300
Women's Studies Program	0.00	0.00	0	0	0
Basics Plus Project***	0.00	0.66	0	53,500	53,500
Child Development Program/East St. Louis***	23.00	23.02	543,100	694,300	151,200
East St. Louis Teachers Institute***	0.00	0.00	51,000	157,000	106,000
Educational Enrichment Program***	0.22	0.18	13,800	10,100	(3,700)
Head Start Program***	106.00	99.36	3,506,900	4,951,800	1,444,900
Improving Math and Science Instruction of Black Students in Junior High School***	2.64	2.64	262,400	262,000	(400)
Latchkey Program***	0.00	1.79	0	101,200	101,200
Mentoring at Landsdowne***	1.50	1.50	50,000	50,000	0
Project CARING***	0.00	16.5	0	596,400	596,400
Project REAL: Restructuring Education at Landsdowne***	2.25	1.00	27,000	19,000	(8,000)
Project Success***	6.00	5.94	188,000	241,500	53,500
Reflections Project***	3.00	1.75	162,000	69,800	(92,200)
Senior Tech Project***	1.00	0.55	84,700	59,000	(25,700)
STEP (Striving Toward Educational Proficiency)/East St. Louis***	3.00	1.20	114,600	64,000	(50,600)
TREND (Turning Recreational Excitement in New Directions)/East St. Louis***	1.00	0.65	45,400	52,600	7,200
Upward Bound/Science Awareness Program***	10.00	9.08	406,000	404,100	(1,900)

*Includes all programs that have a primary purpose to serve underrepresented students and that have a budget allocation from the institution for this purpose.

**Includes all funding sources.

***Programs serving elementary and secondary school students.

Attachment D

Definitions for Annual Report on Underrepresented Groups in Higher Education

Staff-Year - A staff year is defined as a 12-month contract providing for at least one month of vacation.

White (not Hispanic origin) - A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Black (not of Hispanic origin) - A person having origins in any of the Black racial groups of Africa.

Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin regardless of race.

Asian or Pacific Islander - A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. The area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

American Indian or Alaskan Native - A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

Students with Disabilities - See Attachment E.

Attachment E

Enrollment of Students with Disabilities

State legislation, which requires the Board of Higher Education to monitor the participation of specific groups of individuals in public colleges and universities, identifies "handicapped" students as one of the groups to be monitored. Rehabilitation professionals now more commonly use the term "disabled" in place of "handicapped."

State legislation does not provide a definition of students with disabilities. For this purpose, a frequently cited source is Section 706(8)(A) of Title 29 of the United States Code, which defines a disabled person as "any person who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment." This section specifically excludes individuals with problems of alcohol and/or drug abuse from this definition.

In collecting information for the institutional plan, it will be necessary to expand further upon this federal definition in order to allow for identification of the range of disabilities existing on campus. Include within the count of disabled students those individuals who are functionally quadriplegic (that is, use power wheelchairs), functionally paraplegic (use manual wheelchairs), blind/visually impaired, and deaf/hearing impaired. Also, include individuals with other mobility impairments (for instance, those requiring the use of braces or other prosthetic devices); individuals with chronic health problems, such as cardiac or respiratory diseases, and/or head injuries; individuals who have documented, diagnosed learning disabilities; and those other individuals whose disabilities require special institutional assistance.

Using the above definition, indicate in the line below both the undergraduate and graduate/professional enrollment of students with disabilities for the fiscal year proceeding the date for submission of this report. Also, indicate how the enrollment count was derived, that is, whether it is an estimate of the institution's disabled student enrollment or a count of the number of students with disabilities receiving services from the institution.

FY1993 Undergraduate Enrollment of Students with Disabilities* 183

FY1993 Graduate/Professional Enrollment of Students with Disabilities 9

The above enrollment count is: (please check one)

a) estimate of the number of disabled students at the institution _____

b) count of the number of students receiving services at the institution X

* For community colleges, the count submitted on this form should match the count submitted on the college's A1 record.

Attachment F

Review of Formally Organized Units Supporting Underrepresented Groups

Units Concerning the Recruitment and Retention of Graduate Students from Underrepresented Groups

The University Mission statement declares that "the University assigns first priority to excellence in undergraduate education." Therefore, the focus of much of the human and monetary resources is toward that priority. The Mission statement further affirms "The University provides graduate educational programs consistent with regional needs and institutional strengths." Recruiting graduate students is a joint effort between academic programs and the Graduate School. Likewise, retention of graduate students requires the cooperation of academic units as well as assistance to students in the form of mentoring, tutoring, and financial aid such as assistantships, tuition waivers, and other awards. The unit that is reviewed herein is the Graduate School.

How effective is the unit in identifying and serving its student or staff clientele?

Of the 1,247 applications for degree-seeking status in graduate study which were processed in Fall 1992 by the Graduate School, 62.1% were admitted and 52.6% of those admitted enrolled at SIUE. Students enrolled in classified status in that term numbered 1,834; 325 were minority students, 136 were Black, non-Hispanic, 10 were Hispanic, and 3 were Native American. Females numbered 1,046, 57.1 percent of the total. The Graduate School has seen a measurable increase in the number of enrolled females and African-Americans over the past 10 years. The number of minorities receiving assistantships and other forms of financial assistance under the auspices of the Graduate School has also improved. In Fall 1992, of the 368 recipients of assistantships and Competitive Graduate Awards, 26 were African-American and 4 were Hispanic. Females numbered 166. The Graduate School has been very effective in efforts to retain minority students, as all awardees are continuing to make satisfactory progress toward their degree completion.

How successful has the unit been in improving student or staff participation and achievement?

The Graduate School functions as a resource unit and facilitator in working with program units to monitor academic progress. Workshops for graduate assistants and Graduate Program Directors have contributed to understanding of policies and procedures relative to graduate education; the improved academic advisement has resulted in elevated academic performance.

How effective is the unit in its use of resources?

Limited financial resources have not minimized the efforts of the Graduate School to provide services to students and to academic units. Each year for the last five years, the Graduate School has sent representatives to recruitment fairs in Chicago, St. Louis, and Jefferson City.

Recruitment efforts have targeted women and minorities in traditionally underrepresented disciplines in graduate degree programs.

Specially-funded programs administered by the Graduate School have included Competitive Graduate Awards (CGA), Presidential tuition waivers for minorities, fellowships under the auspices of the Illinois Consortium for Educational Opportunity Program (ICEOP), and the Patricia Roberts Harris Fellowship Program (PRH). Funding for all but the latter has been maintained or improved over the last three-year period. Under the University's initial PRH federal grant, four graduate students received tuition, fees, and stipend in the academic year 1989-1990. The grant was renewed each year thereafter. However, a new proposal for the academic year 1993-94 was not funded.

Funding levels for CGA's have been maintained at 19 awards for each of the last three years. Twelve Presidential Minority Tuition Waivers were made available in 1990-91, but the number was reduced to 10 awards in both 1991-92 and 1992-93. ICEOP fellowships are competitive on an annual basis, and two SIUE graduate students received ICEOP awards in 1991-92. These were renewed in 1992-93, and an additional graduate student was funded for one-half year. For 1993-94, one new ICEOP fellow was funded for graduate study, and two students received renewed funding. One ICEOP recipient, an African-American female, will complete her graduate degree in Summer 1993.

Have previous evaluations brought about changes in the unit's policies and operations?

Enhancing the efficiency of admissions and records operations of the Graduate School has been a regular concern of RAMP unit reviews and of other review processes. The RAMP 88 unit review set a number of relevant goals, and RAMP 94 reported that they had been met, including development of a marketing plan, improvement of recruitment, development of additional information for advisors and students regarding financial support, and attention to issues of concern to female and minority graduate students. The RAMP 94 report was also able to note that between 1986 and 1990, the proportion of minority graduate students completing degrees had risen from 10% (5% black) to 18% 6% black). During the same period, the proportion of women completing graduate degrees rose from 43% to 54%.

The Graduate School is also responsible for coordinating graduate program reviews for RAMP. Through this process, the Graduate School is able to address the recruitment of minorities, women and disabled students at the program level. For RAMP 96, for example, the council reviewed Economics, English, Public Administration and Secondary Education. After examining student data, the council recommended that the programs in English, Public Administration and Secondary Education increase efforts to recruit minorities. RAMP 96 provides specific strategies needed to address recommendations of these programs. Through the eight-year IBHE program review cycle, every graduate program is evaluated with particular attention given to the issue of recruiting minorities, women and disabled students.

Existing and special review procedures such as the report of the Management Audit Team and P*Q*P assure continuing attention to the enhancement of Graduate School operations.

Attachment G

Review Schedule for Formally Organized Support Units Serving Underrepresented Groups*

Fall 1993 Support Unit Reviews Units Concerning the Recruitment and Retention of Graduate Students from Underrepresented Groups

Fall 1994 Support Unit Reviews Units Concerning the Recruitment and Retention of Undergraduate Students from Underrepresented Groups

Fall 1995 Support Unit Reviews Units Serving Female Students and Staff: Units Seeking to Improve Faculty and Staff Representation

Fall 1996 Support Unit Reviews Units Seeking to Improve Representation in Mathematics, Science, and Engineering Disciplines; Units Serving Students and Staff with Disabilities; Other Units Serving Underrepresented Groups

Fall 1997 Support Unit Reviews Units Serving Precollegiate Students From Underrepresented Groups

*Yearly dates indicate time for submission to the Illinois Board of Higher Education

Table 1A

Table 1.A
Southern Illinois University at Edwardsville
Headcount Enrollment by Racial/Ethnic Category, Gender and Disability Status
by Student Level and School
Fall Quarters, 1988 - 1992

	Non-Resid. Alien		Black Non-Hispanic		American Ind./ Alaska Native		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
SCHOOL OF BUSINESS:																
Undergraduate																
Fall 1988	9	4	39	67	2	2	9	9	3	1	495	513	557	596	4	1
Fall 1989	6	5	37	59	0	1	5	8	5	2	530	544	583	619	6	2
Fall 1990	6	3	43	88	0	1	4	6	7	2	560	606	620	706	9	3
Fall 1991	11	5	39	89	1	1	6	10	3	2	534	537	594	644	8	3
Fall 1992	10	2	29	64	0	1	4	6	1	5	415	418	459	496	8	3
Graduate																
Fall 1988	35	18	11	10	0	1	3	2	5	3	328	170	382	206	0	0
Fall 1989	29	11	24	14	0	0	4	2	5	1	359	174	421	202	0	0
Fall 1990	34	8	33	13	0	0	3	3	4	1	359	180	433	205	1	0
Fall 1991	37	15	19	12	0	0	7	2	1	1	347	157	411	187	0	0
Fall 1992	21	10	25	17	0	0	6	1	3	1	322	150	377	179	0	0
SCHOOL OF DENTAL MEDICINE:																
Professional																
Fall 1988	0	0	4	1	0	0	8	6	0	2	129	32	141	41	0	0
Fall 1989	1	0	7	2	0	0	11	6	3	3	129	36	151	47	0	0
Fall 1990	1	1	5	2	1	0	9	4	2	5	119	34	137	46	0	0
Fall 1991	1	0	5	4	1	0	10	4	3	2	112	42	132	52	0	0
Fall 1992	0	0	5	3	2	0	11	5	4	2	116	44	138	54	0	0
Specialty Certificate																
Fall 1988	0	0	1	0	0	0	0	1	0	0	1	1	2	2	0	0
Fall 1989	0	0	1	0	0	0	0	1	0	0	1	1	2	2	0	0
Fall 1990	0	0	2	0	0	0	2	0	0	0	4	0	6	2	0	0
Fall 1991	0	0	1	1	0	0	0	0	0	0	6	1	7	2	0	0
Fall 1992	1	1	0	0	0	0	0	1	0	0	1	3	2	5	0	0
SCHOOL OF EDUCATION:																
Undergraduate																
Fall 1988	0	0	13	35	2	1	0	0	2	2	99	454	116	492	1	2
Fall 1989	1	0	8	54	1	1	1	0	1	1	119	587	131	643	0	3
Fall 1990	0	0	11	64	2	1	0	1	2	3	131	662	146	731	3	5
Fall 1991	0	0	17	60	2	2	0	2	3	7	152	656	174	727	5	9
Fall 1992	0	1	21	67	1	0	1	4	2	5	152	526	177	603	4	13
Graduate																
Fall 1988	1	5	6	25	0	1	0	3	1	1	143	392	151	427	2	1
Fall 1989	1	3	4	21	1	0	1	1	2	2	127	390	136	417	1	1
Fall 1990	2	3	8	28	1	1	1	0	0	3	132	370	144	405	1	0
Fall 1991	1	5	4	36	1	0	0	2	0	0	114	384	120	427	0	0
Fall 1992	1	2	2	36	1	1	0	2	0	2	111	447	115	490	1	0

NOTES: Fall quarter population reflects 10th Day headcounts.
Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.
Graduates include masters, specialist, doctoral and unclassified graduate students.

Table 1.A

Southern Illinois University at Edwardsville
 Headcount Enrollment by Racial/Ethnic Category, Gender and Disability Status
 by Student Level and School
 Fall Quarters, 1988 - 1992

	Non-Resid. Alien		Black Non-Hispanic		American Ind./ Alaska Native		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
SCHOOL OF ENGINEERING:																
Undergraduate																
Fall 1988	34	2	27	7	2	0	13	4	6	0	408	66	490	79	8	0
Fall 1989	22	0	27	17	2	0	10	3	5	0	400	57	466	77	11	0
Fall 1990	15	0	30	19	2	0	6	2	6	0	402	69	461	90	8	0
Fall 1991	21	2	32	24	2	0	7	0	5	0	411	74	478	100	4	0
Fall 1992	23	1	36	25	1	0	8	0	10	0	411	74	489	100	3	0
Graduate																
Fall 1988	23	2	1	1	0	0	2	1	3	0	38	4	67	8	0	0
Fall 1989	27	2	4	0	0	0	7	1	1	0	38	5	77	8	0	0
Fall 1990	30	1	5	0	0	0	2	0	2	0	43	4	82	5	0	0
Fall 1991	37	3	2	1	0	0	4	1	2	0	41	7	86	12	1	0
Fall 1992	56	5	3	0	0	0	4	1	1	0	55	7	119	13	0	0
SCHOOL OF FINE ARTS AND COMM:																
Undergraduate																
Fall 1988	1	5	25	32	0	4	0	2	3	3	241	298	270	344	3	5
Fall 1989	0	3	25	40	0	2	1	3	6	4	224	298	256	350	3	4
Fall 1990	0	3	24	50	0	1	1	2	5	3	205	304	235	363	2	3
Fall 1991	1	5	27	46	1	3	2	3	5	2	222	294	258	353	6	5
Fall 1992	1	4	24	45	2	1	1	3	2	3	230	295	260	351	3	7
Graduate																
Fall 1988	3	9	4	12	0	0	0	0	0	1	37	77	44	99	0	0
Fall 1989	5	5	2	10	0	0	0	0	0	0	47	104	54	119	0	1
Fall 1990	6	9	4	11	1	0	0	0	0	0	37	136	48	156	0	0
Fall 1991	3	9	4	13	1	1	0	2	0	1	53	133	61	159	1	1
Fall 1992	4	7	3	20	1	0	1	2	0	0	44	127	53	156	3	0
SCHOOL OF HUMANITIES:																
Undergraduate																
Fall 1988	0	0	1	9	0	0	1	1	0	1	31	67	33	78	2	0
Fall 1989	0	0	0	10	0	1	0	1	0	1	41	93	41	106	1	1
Fall 1990	0	0	0	14	0	0	0	1	0	3	41	90	41	108	1	3
Fall 1991	0	0	1	11	0	0	0	2	1	2	36	96	38	111	1	2
Fall 1992	1	0	3	13	0	0	0	1	1	0	41	87	46	101	0	2
Graduate																
Fall 1988	1	3	2	1	0	0	0	0	0	1	19	23	22	28	0	0
Fall 1989	0	4	0	5	0	0	0	0	0	1	14	34	14	44	0	0
Fall 1990	0	7	0	5	0	0	1	0	0	0	17	44	18	56	0	0
Fall 1991	5	5	0	5	0	0	0	0	0	1	18	42	23	53	0	0
Fall 1992	4	3	0	5	0	0	1	1	0	1	18	43	23	53	1	1

NOTES: Fall quarter population reflects 10th Day headcounts.
 Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.

Southern Illinois University at Edwardsville
Headcount Enrollment by Racial/Ethnic Category, Gender and Disability Status
 by Student Level and School
 Fall Quarters, 1988 - 1992

	Non-Resid. Alien		Black Non-Hispanic		American Ind./ Alaska Native		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students		
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	
SCHOOL OF NURSING:																	
Undergraduate																	
Fall 1988	0	0	3	31	0	0	0	5	0	0	1	20	341	23	378	0	2
Fall 1989	0	0	3	40	0	0	0	6	0	1	23	301	301	26	348	0	1
Fall 1990	0	0	1	29	1	0	5	0	0	1	28	256	256	30	291	0	2
Fall 1991	0	1	0	21	1	0	4	0	0	1	30	258	258	32	285	1	4
Fall 1992	0	3	3	75	2	0	6	0	0	4	70	434	434	78	522	2	5
Graduate																	
Fall 1988	0	1	0	10	0	0	0	0	0	1	8	139	139	8	151	0	0
Fall 1989	0	1	1	9	0	1	0	0	0	0	7	120	120	8	131	0	0
Fall 1990	0	0	0	7	0	0	0	0	0	0	107	107	114	6	114	0	0
Fall 1991	0	0	0	6	0	0	0	0	0	0	4	80	80	4	86	0	0
Fall 1992	0	0	1	9	0	0	2	0	0	0	6	87	87	7	98	0	0
SCHOOL OF SCIENCES:																	
Undergraduate																	
Fall 1988	6	2	11	17	0	0	3	4	4	1	218	156	156	242	180	5	0
Fall 1989	7	2	15	19	0	0	4	5	5	3	232	159	159	263	188	2	0
Fall 1990	5	1	16	18	0	0	5	5	4	5	245	179	179	275	208	2	1
Fall 1991	5	0	20	24	1	1	4	6	3	1	203	172	172	236	204	3	2
Fall 1992	2	2	17	20	0	2	3	5	5	1	214	195	195	241	225	5	3
Graduate																	
Fall 1988	15	11	4	1	0	0	1	5	2	0	63	46	46	85	63	0	0
Fall 1989	17	6	2	5	0	0	3	4	1	0	66	39	39	89	54	0	0
Fall 1990	22	4	5	4	2	0	2	1	0	1	86	55	55	117	65	0	0
Fall 1991	23	8	7	4	1	0	3	0	1	0	84	58	58	119	70	1	1
Fall 1992	16	10	8	6	0	0	6	3	0	2	96	64	64	126	85	0	2
SCHOOL OF SOCIAL SCIENCES:																	
Undergraduate																	
Fall 1988	2	0	12	32	1	1	1	1	4	1	128	141	141	148	176	3	5
Fall 1989	1	0	17	33	1	0	0	0	1	0	165	156	156	185	189	4	4
Fall 1990	1	0	22	34	1	1	1	0	2	2	171	163	163	197	200	6	6
Fall 1991	1	1	13	33	1	0	2	0	1	2	164	154	154	182	190	8	9
Fall 1992	1	1	15	38	1	4	3	0	2	0	189	162	162	211	205	6	11
Graduate																	
Fall 1988	5	7	9	9	0	0	1	0	0	0	60	51	51	75	67	1	1
Fall 1989	7	7	7	7	0	0	2	0	0	0	62	54	54	78	68	0	0
Fall 1990	5	5	8	14	0	0	1	0	2	0	64	57	57	80	76	1	1
Fall 1991	4	5	11	17	0	0	1	0	0	1	79	59	59	95	82	1	1
Fall 1992	2	4	7	15	0	0	1	0	1	0	90	69	69	101	88	0	0

NOTES: . Fall quarter population reflects 10th Day headcounts.
 . Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.
 . Graduates include masters, specialist, doctoral and unclassified graduate students.

Table 1.A

Southern Illinois University at Edwardsville
Headcount Enrollment by Racial/Ethnic Category, Gender and Disability Status
 by Student Level and School
 Fall Quarters, 1988 - 1992

	Non-Resid. Alien		Black Non-Hispanic		American Ind./ Alaska Native		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men Women		Men Women		Men Women		Men Women		Men Women		Men Women		Men Women		Men Women	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
UNDECLARED/UNCLASSIFIED:																
Undergraduate																
Fall 1988	13	7	248	469	6	3	21	19	23	12	1560	1944	1871	2454	18	13
Fall 1989	17	2	257	459	6	6	20	16	18	17	1482	1781	1800	2281	22	11
Fall 1990	16	8	266	486	4	11	30	14	25	24	1513	1717	1854	2260	30	20
Fall 1991	35	23	261	574	6	8	16	20	28	26	1507	1826	1853	2477	34	23
Fall 1992	42	8	308	612	12	16	20	23	31	30	1510	1702	1923	2391	38	22
Graduate																
Fall 1988	1	1	26	46	1	0	2	2	1	1	169	481	200	531	1	0
Fall 1989	3	0	25	74	0	0	1	0	4	3	181	333	214	410	2	1
Fall 1990	0	1	17	45	1	1	8	2	0	1	179	389	205	439	1	0
Fall 1991	1	0	17	49	1	2	3	2	3	5	184	392	209	450	2	1
Fall 1992	2	1	18	39	0	0	3	2	1	3	145	264	169	309	0	0
OTHER (BACH. OF LIBERAL STUDIES):																
Undergraduate Only																
Fall 1988	0	0	0	4	0	1	0	0	0	1	11	8	11	14	0	0
Fall 1989	0	0	1	4	0	0	0	0	0	0	9	8	10	12	0	0
Fall 1990	0	0	4	2	0	0	0	0	0	0	9	10	13	12	0	0
Fall 1991	0	0	2	2	0	0	0	0	0	0	12	9	14	11	1	0
Fall 1992	0	0	2	3	0	0	0	0	0	0	11	16	13	19	1	0
SIUE SUMMARY:																
Undergraduate																
Fall 1988	65	20	379	703	13	12	48	45	45	23	3211	3988	3761	4791	44	28
Fall 1989	54	12	390	795	10	11	41	42	41	29	3225	3984	3761	4813	49	26
Fall 1990	43	15	417	804	10	15	47	36	50	43	3305	4056	3872	4969	61	43
Fall 1991	74	37	412	884	15	15	38	47	49	43	3271	4076	3859	5102	71	57
Fall 1992	80	22	458	962	19	24	43	48	54	48	3243	3909	3897	5013	70	66
Graduate																
Fall 1988	84	57	68	116	1	2	17	20	12	10	995	1416	1177	1623	4	2
Fall 1989	90	39	77	147	1	1	29	15	16	10	1031	1290	1244	1502	3	4
Fall 1990	100	39	87	129	6	2	27	12	10	11	1046	1376	1276	1569	4	1
Fall 1991	112	50	70	148	5	3	28	13	10	11	1042	1355	1267	1580	6	4
Fall 1992	107	43	72	150	4	1	33	20	10	11	1004	1305	1230	1530	5	4

NOTES: Fall quarter population reflects 10th Day headcounts.

Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.

Graduates include masters, specialist, doctoral and unclassified graduate students.

Southern Illinois University at Edwardsville

Enrollments of Degree-Seeking First-Time Freshmen and Undergraduate Transfers
By Racial/Ethnic Category, Gender and Disability Status
Fall Quarters, 1988 - 1992

Table 1B

FIRST-TIME FRESHMEN

	Non-Resid. Alien		Black Non-Hispanic		American Ind./ Alaska Native		Asian/Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Regular Admission																
Fall 1988	2	0	32	53	1	0	3	2	5	1	308	418	351	474	1	4
Fall 1989	8	0	28	63	0	2	2	4	3	5	324	385	365	459	1	1
Fall 1990	0	3	10	23	1	0	3	2	1	1	72	84	87	113	0	2
Fall 1991	8	6	13	14	0	1	1	4	0	1	103	126	125	152	4	3
Fall 1992	7	2	8	17	0	1	0	1	0	1	69	90	84	112	1	0
Special Admission																
Fall 1988	0	0	30	57	1	0	2	3	3	1	94	148	130	209	1	1
Fall 1989	0	0	34	80	1	0	1	1	0	4	109	133	145	218	1	2
Fall 1990	0	0	49	114	0	2	4	2	6	2	277	354	336	474	6	3
Fall 1991	2	1	67	131	1	1	1	3	5	4	244	313	320	453	5	4
Fall 1992	0	0	66	136	0	2	4	7	3	5	269	339	342	489	5	4

NEW UNDERGRADUATE TRANSFERS

	Non-Resid. Alien		Black Non-Hispanic		American Ind./ Alaska Native		Asian/Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Regular Admission																
Fall 1988	3	1	39	78	0	1	4	2	7	1	378	484	431	567	4	2
Fall 1989	9	1	48	80	1	1	9	4	4	2	364	437	435	525	5	3
Fall 1990	5	2	39	68	3	3	8	5	5	14	382	533	442	625	5	5
Fall 1991	11	6	40	88	1	2	5	4	3	8	381	516	441	624	3	9
Fall 1992	15	2	63	114	4	5	9	3	11	9	407	474	509	607	11	6
Special Admission																
Fall 1988	0	0	10	11	0	0	0	0	0	0	40	21	50	32	2	0
Fall 1989	1	0	9	4	1	0	0	0	1	0	26	20	38	24	1	0
Fall 1990	1	0	8	12	0	1	0	0	0	0	50	38	60	51	2	1
Fall 1991	0	0	3	10	0	0	0	0	0	1	23	24	26	35	1	0
Fall 1992	0	0	5	12	1	1	0	0	0	2	31	29	37	44	0	0

NOTES: Fall quarter population reflects 10th Day headcounts.
First-Time Freshmen and New Undergraduate Transfers include Summer and Fall matriculants.
Beginning in Fall 1990, the high school course pattern requirement was added to admissions criteria. Students not meeting this requirement at the time of admission are classified as special admits.

Table 2A

Table 2.A
Southern Illinois University at Edwardsville
Cumulative Grade Point Average of Students by Racial/Ethnic Category,
Gender and Disability Status, by Student Level and School
Fall Quarters, 1988 - 1992

	Non-Resid. Alien		Black Non-Hispanic		American Ind./ Alaska Native		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students		
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	
SCHOOL OF BUSINESS:																	
Undergraduate																	
Fall 1988	2.71	3.25	2.28	2.43	D/W	D/W	2.81	2.68	2.36	D/W	2.68	2.98	2.66	2.91	2.71	D/W	
Fall 1989	2.55	3.00	2.34	2.42	N/A	D/W	2.71	2.90	2.78	D/W	2.98	2.98	2.67	2.91	2.44	D/W	
Fall 1990	3.10	3.37	2.39	2.43	N/A	D/W	2.79	3.09	2.56	D/W	2.73	2.96	2.70	2.88	2.60	2.84	
Fall 1991	2.92	2.77	2.39	2.44	D/W	D/W	2.45	2.92	2.64	D/W	2.68	2.94	2.67	2.86	2.56	2.69	
Fall 1992	2.84	D/W	2.45	2.54	D/W	D/W	2.24	3.01	D/W	2.82	2.71	2.96	2.69	2.90	2.45	2.89	
Graduate																	
Fall 1988	3.27	3.05	3.20	3.11	N/A	D/W	3.00	D/W	3.08	3.10	3.30	3.35	3.29	3.30	N/A	N/A	
Fall 1989	3.45	3.22	3.08	2.81	N/A	N/A	3.29	D/W	3.31	D/W	3.33	3.34	3.32	3.31	N/A	N/A	
Fall 1990	3.36	3.51	3.10	3.04	N/A	N/A	3.06	3.19	3.14	D/W	3.31	3.30	3.30	3.30	D/W	N/A	
Fall 1991	3.24	3.40	3.11	3.05	N/A	N/A	3.36	D/W	D/W	D/W	3.29	3.32	3.28	3.31	N/A	N/A	
Fall 1992	3.22	3.29	3.23	2.77	N/A	N/A	3.34	D/W	3.24	D/W	3.34	3.40	3.32	3.33	N/A	N/A	
SCHOOL OF EDUCATION:																	
Undergraduate																	
Fall 1988	N/A	N/A	2.20	2.45	D/W	D/W	N/A	N/A	D/W	D/W	2.70	3.09	2.65	3.04	D/W	D/W	
Fall 1989	D/W	N/A	2.44	2.38	D/W	D/W	D/W	N/A	D/W	D/W	2.71	3.06	2.72	3.00	N/A	2.70	
Fall 1990	N/A	N/A	2.23	2.45	D/W	D/W	N/A	D/W	D/W	2.81	2.79	3.06	2.75	3.01	2.85	3.49	
Fall 1991	N/A	N/A	2.37	2.58	D/W	D/W	N/A	D/W	2.93	3.20	2.84	3.08	2.80	3.04	2.66	2.86	
Fall 1992	N/A	D/W	2.17	2.55	D/W	D/W	D/W	3.08	3.03	2.86	2.78	3.09	2.71	3.03	2.66	3.10	
Graduate																	
Fall 1988	D/W	3.65	3.56	3.62	N/A	D/W	N/A	3.74	D/W	D/W	3.78	3.81	3.76	3.79	D/W	D/W	
Fall 1989	D/W	3.86	3.66	3.71	D/W	N/A	D/W	D/W	D/W	D/W	3.79	3.82	3.78	3.81	D/W	D/W	
Fall 1990	D/W	3.89	3.57	3.63	D/W	D/W	D/W	N/A	N/A	3.86	3.79	3.80	3.78	3.79	D/W	N/A	
Fall 1991	D/W	3.88	3.68	3.67	D/W	N/A	N/A	D/W	N/A	N/A	3.78	3.81	3.78	3.80	N/A	N/A	
Fall 1992	D/W	D/W	3.20	3.67	D/W	D/W	N/A	D/W	N/A	D/W	3.79	3.87	3.78	3.85	D/W	N/A	
SCHOOL OF ENGINEERING:																	
Undergraduate																	
Fall 1988	2.75	D/W	2.10	2.32	D/W	N/A	2.26	3.30	2.72	N/A	2.68	3.01	2.64	2.97	2.74	N/A	
Fall 1989	2.84	N/A	2.43	2.44	D/W	N/A	2.66	3.28	2.43	N/A	2.73	3.02	2.71	2.90	2.52	N/A	
Fall 1990	2.79	N/A	2.39	2.25	D/W	N/A	2.69	D/W	2.48	N/A	2.76	3.01	2.73	2.86	2.67	N/A	
Fall 1991	2.66	D/W	2.22	2.23	D/W	N/A	2.51	N/A	2.68	N/A	2.81	2.90	2.76	2.75	2.72	N/A	
Fall 1992	2.91	D/W	2.11	2.41	D/W	N/A	2.64	N/A	2.68	N/A	2.73	2.87	2.69	2.77	2.64	N/A	
Graduate																	
Fall 1988	3.60	D/W	D/W	D/W	N/A	N/A	D/W	D/W	3.23	N/A	3.55	3.78	3.55	3.56	N/A	N/A	
Fall 1989	3.50	D/W	3.04	N/A	N/A	N/A	3.54	D/W	D/W	N/A	3.65	3.68	3.55	3.59	N/A	N/A	
Fall 1990	3.63	D/W	3.49	N/A	N/A	N/A	D/W	N/A	D/W	N/A	3.40	3.70	3.48	3.77	N/A	N/A	
Fall 1991	3.50	3.51	D/W	D/W	N/A	N/A	3.62	D/W	D/W	N/A	3.48	3.16	3.50	3.31	D/W	N/A	
Fall 1992	3.37	3.50	3.76	N/A	N/A	N/A	3.20	D/W	D/W	N/A	3.52	3.71	3.45	3.57	N/A	N/A	

NOTES: All cumulative grade point averages are on a four-point scale.
Fall quarter population reflects 10th Day headcounts. Fall 1992 includes on- and off-campus enrollments; prior terms include on-campus students only.
Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.
Graduates include masters, specialist, doctoral and unclassified graduate students.
N/A indicates data are not applicable; D/W indicates data withheld in categories with fewer than 3 students.

Table 2.A

Southern Illinois University at Edwardsville
 Cumulative Grade Point Average of Students by Racial/Ethnic Category,
 Gender and Disability Status, by Student Level and School
 Fall Quarters, 1988 - 1992

	Non-Resid. Alien		Black Non-Hispanic		American Ind./ Alaska Native		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
SCHOOL OF FINE ARTS AND COMM:																
Undergraduate																
Fall 1988	D/W	3.45	2.28	2.47	N/A	2.78	N/A	D/W	2.82	3.33	2.79	3.03	2.75	2.98	2.44	2.87
Fall 1989	N/A	3.40	2.41	2.43	N/A	D/W	D/W	3.24	2.77	3.05	2.79	3.05	2.76	2.99	2.28	2.90
Fall 1990	N/A	3.43	2.48	2.39	N/A	D/W	D/W	D/W	2.65	3.47	2.79	3.04	2.76	2.95	D/W	3.35
Fall 1991	D/W	3.22	2.36	2.49	D/W	2.98	D/W	D/W	2.82	D/W	2.77	3.08	2.73	3.01	2.46	3.13
Fall 1992	D/W	3.72	2.39	2.44	D/W	D/W	D/W	2.30	D/W	3.04	2.77	3.06	2.74	2.99	2.66	2.90
Graduate																
Fall 1988	4.00	3.73	3.10	2.94	N/A	N/A	N/A	N/A	N/A	D/W	3.70	3.72	3.66	3.63	N/A	N/A
Fall 1989	3.67	3.56	D/W	3.51	N/A	N/A	N/A	N/A	N/A	N/A	3.76	3.75	3.74	3.72	N/A	D/W
Fall 1990	3.73	3.85	3.70	3.66	D/W	N/A	N/A	N/A	N/A	N/A	3.81	3.77	3.79	3.77	N/A	N/A
Fall 1991	D/W	3.69	3.81	3.54	D/W	D/W	D/W	D/W	N/A	D/W	3.64	3.71	3.65	3.70	D/W	D/W
Fall 1992	3.70	3.83	3.80	3.52	D/W	D/W	D/W	D/W	N/A	N/A	3.66	3.64	3.66	3.64	3.86	N/A
SCHOOL OF HUMANITIES:																
Undergraduate																
Fall 1988	N/A	N/A	D/W	2.55	N/A	N/A	D/W	D/W	N/A	D/W	2.91	3.24	2.90	3.15	D/W	N/A
Fall 1989	N/A	N/A	N/A	2.74	N/A	D/W	N/A	D/W	N/A	D/W	3.03	3.28	3.03	3.23	D/W	D/W
Fall 1990	N/A	N/A	N/A	2.64	N/A	N/A	D/W	D/W	N/A	D/W	3.06	3.28	3.06	3.20	D/W	3.05
Fall 1991	N/A	N/A	D/W	2.58	N/A	N/A	D/W	D/W	D/W	D/W	3.00	3.18	2.98	3.13	D/W	D/W
Fall 1992	D/W	N/A	2.23	2.54	N/A	N/A	D/W	D/W	N/A	N/A	2.94	3.14	2.90	3.07	N/A	D/W
Graduate																
Fall 1988	D/W	3.63	D/W	D/W	N/A	N/A	N/A	N/A	N/A	D/W	3.33	3.71	3.42	3.67	N/A	N/A
Fall 1989	N/A	3.32	N/A	3.51	N/A	N/A	N/A	N/A	N/A	D/W	3.54	3.68	3.54	3.64	N/A	N/A
Fall 1990	N/A	3.80	N/A	3.54	N/A	N/A	D/W	N/A	N/A	N/A	3.61	3.73	3.63	3.72	N/A	N/A
Fall 1991	3.47	3.66	N/A	3.59	N/A	N/A	N/A	N/A	N/A	D/W	3.46	3.63	3.46	3.62	N/A	N/A
Fall 1992	3.47	3.80	N/A	3.26	N/A	N/A	D/W	D/W	N/A	D/W	3.70	3.58	3.66	3.56	D/W	D/W
SCHOOL OF NURSING:																
Undergraduate																
Fall 1988	N/A	N/A	3.16	2.67	N/A	N/A	N/A	2.95	N/A	D/W	2.84	3.02	2.89	2.98	N/A	D/W
Fall 1989	N/A	N/A	3.11	2.68	N/A	N/A	N/A	3.09	N/A	D/W	2.96	3.09	2.98	3.03	N/A	D/W
Fall 1990	N/A	N/A	D/W	2.61	D/W	N/A	N/A	3.15	N/A	D/W	3.00	3.09	2.97	3.04	N/A	D/W
Fall 1991	N/A	D/W	N/A	2.67	N/A	N/A	D/W	3.18	N/A	D/W	3.05	3.13	3.04	3.10	D/W	3.00
Fall 1992	N/A	D/W	2.40	2.49	D/W	D/W	D/W	3.08	N/A	2.31	2.94	3.02	2.92	2.94	2.82	2.66
Graduate																
Fall 1988	N/A	D/W	N/A	3.37	N/A	N/A	N/A	N/A	N/A	D/W	3.56	3.69	3.56	3.67	N/A	N/A
Fall 1989	N/A	D/W	D/W	3.60	N/A	D/W	N/A	N/A	N/A	N/A	3.53	3.73	3.55	3.72	N/A	N/A
Fall 1990	N/A	N/A	N/A	3.46	N/A	N/A	N/A	N/A	N/A	N/A	3.71	3.74	3.71	3.72	N/A	N/A
Fall 1991	N/A	N/A	N/A	3.45	N/A	N/A	N/A	N/A	N/A	N/A	3.64	3.72	3.64	3.70	N/A	N/A
Fall 1992	N/A	N/A	D/W	3.57	N/A	N/A	N/A	D/W	N/A	N/A	3.68	3.63	3.73	3.63	N/A	N/A

NOTES: All cumulative grade point averages are on a four-point scale.

Fall quarter population reflects 10th Day headcounts. Fall 1992 includes on- and off-campus enrollments; prior terms include on-campus students only.

Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.

Graduates include master, specialist, doctoral and undeclared graduate students.

Southern Illinois University at Edwardsville
Cumulative Grade Point Average of Students by Racial/Ethnic Category,
Gender and Disability Status, by Student Level and School
Fall Quarters, 1988 - 1992

Table 2A

SCHOOL OF SCIENCES:	Non-Resid. Alien		Black Non-Hispanic		American Ind./ Alaska Native		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men Women		Men Women		Men Women		Men Women		Men Women		Men Women		Men Women		Men Women	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
SCHOOL OF SCIENCES:																
Undergraduate																
Fall 1988	2.77	D/W	2.16	2.33	N/A	N/A	2.09	2.33	2.86	D/W	2.77	2.97	2.73	2.90	2.98	N/A
Fall 1989	2.33	D/W	2.28	2.25	N/A	N/A	3.09	3.19	2.87	2.87	2.84	3.04	2.80	2.96	D/W	N/A
Fall 1990	2.98	D/W	2.30	2.56	N/A	N/A	2.88	3.54	2.91	3.03	2.81	3.02	2.79	2.99	D/W	D/W
Fall 1991	2.70	N/A	2.32	2.43	N/A	N/A	3.30	3.55	2.77	D/W	2.81	3.00	2.77	2.95	2.21	D/W
Fall 1992	3.47	D/W	2.39	2.70	N/A	D/W	2.50	3.04	2.63	D/W	2.84	3.00	2.80	2.98	2.73	2.98
Graduate																
Fall 1988	3.56	3.43	3.59	D/W	N/A	N/A	D/W	3.47	D/W	N/A	3.57	3.74	3.56	3.67	N/A	N/A
Fall 1989	3.44	3.55	D/W	3.57	N/A	N/A	3.30	3.15	D/W	N/A	3.48	3.72	3.46	3.65	N/A	N/A
Fall 1990	3.54	3.66	3.43	2.95	D/W	N/A	D/W	D/W	N/A	D/W	3.57	3.65	3.56	3.60	N/A	N/A
Fall 1991	3.71	3.65	3.17	2.96	D/W	N/A	3.32	N/A	D/W	N/A	3.62	3.69	3.60	3.65	D/W	D/W
Fall 1992	3.76	3.58	2.93	3.55	N/A	N/A	3.40	3.33	N/A	D/W	3.51	3.61	3.50	3.60	N/A	D/W
SCHOOL OF SOCIAL SCIENCES:																
Undergraduate																
Fall 1988	D/W	N/A	2.39	2.10	D/W	D/W	D/W	D/W	2.61	D/W	2.75	2.96	2.71	2.81	2.67	3.04
Fall 1989	D/W	N/A	2.17	2.27	D/W	N/A	N/A	N/A	D/W	N/A	2.85	2.94	2.78	2.82	2.55	2.42
Fall 1990	D/W	N/A	2.22	2.35	D/W	D/W	D/W	N/A	D/W	D/W	2.82	2.92	2.76	2.81	2.59	2.61
Fall 1991	D/W	D/W	2.29	2.37	D/W	N/A	D/W	N/A	D/W	D/W	2.84	2.96	2.80	2.85	2.77	2.64
Fall 1992	D/W	D/W	2.42	2.23	D/W	2.85	2.52	D/W	D/W	N/A	2.81	2.96	2.77	2.82	2.71	2.72
Graduate																
Fall 1988	3.28	3.19	3.29	3.37	N/A	N/A	D/W	N/A	N/A	N/A	3.46	3.61	3.43	3.53	D/W	D/W
Fall 1989	3.39	3.63	3.33	3.28	N/A	N/A	D/W	N/A	N/A	N/A	3.56	3.69	3.50	3.64	N/A	D/W
Fall 1990	3.74	3.44	3.03	2.96	N/A	N/A	D/W	N/A	D/W	N/A	3.58	3.52	3.52	3.42	D/W	D/W
Fall 1991	3.71	3.35	3.29	3.19	N/A	N/A	D/W	N/A	N/A	D/W	3.50	3.50	3.48	3.44	D/W	D/W
Fall 1992	D/W	3.53	3.59	3.14	N/A	N/A	D/W	N/A	N/A	D/W	3.51	3.50	3.51	3.45	N/A	D/W
UNDECLARED/UNCLASSIFIED:																
Undergraduate																
Fall 1988	2.68	3.26	1.81	2.07	2.46	3.00	2.33	3.09	2.30	2.74	2.42	2.73	2.34	2.61	2.33	2.57
Fall 1989	2.51	D/W	1.87	2.03	1.97	2.81	2.27	2.70	1.90	2.55	2.45	2.67	2.36	2.54	2.53	3.10
Fall 1990	2.71	3.25	1.88	2.06	2.31	2.66	2.34	2.56	2.45	2.75	2.46	2.70	2.38	2.57	2.31	2.59
Fall 1991	2.58	2.86	1.98	2.13	2.36	2.38	2.64	2.42	2.64	2.73	2.49	2.71	2.43	2.58	2.43	2.37
Fall 1992	2.42	2.33	1.92	1.97	2.03	2.19	2.30	2.26	2.04	2.36	2.37	2.61	2.29	2.43	2.29	2.28
Graduate																
Fall 1988	D/W	D/W	3.43	3.47	D/W	N/A	D/W	D/W	D/W	D/W	3.49	3.70	3.48	3.67	D/W	N/A
Fall 1989	3.60	N/A	3.12	3.43	N/A	N/A	D/W	N/A	2.78	3.78	3.47	3.73	3.41	3.67	D/W	D/W
Fall 1990	N/A	D/W	2.90	3.29	D/W	D/W	2.49	D/W	N/A	N/A	3.37	3.73	3.30	3.68	D/W	N/A
Fall 1991	D/W	N/A	3.29	3.28	D/W	D/W	D/W	D/W	3.28	3.46	3.46	3.72	3.45	3.66	D/W	D/W
Fall 1992	D/W	D/W	2.73	3.34	N/A	N/A	D/W	D/W	D/W	3.66	3.43	3.69	3.35	3.65	N/A	N/A

NOTES: All cumulative grade point averages are on a four-point scale.
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 Graduates include masters, specialist, doctoral and unclassified graduate students.
 N/A indicates data are not applicable; D/W indicates data withheld in categories with fewer than 3 students.

Table 2.A

Southern Illinois University at Edwardsville
Cumulative Grade Point Average of Students by Racial/Ethnic Category,
Gender and Disability Status, by Student Level and School
Fall Quarters, 1988 - 1992

	Non-Resid. Alien		Black Non-Hispanic		American Ind./ Alaska Native		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
OTHER (BACH. OF LIBERAL STUDIES):																
Undergraduate Only																
Fall 1988	N/A	N/A	N/A	2.43	N/A	D/W	N/A	N/A	N/A	D/W	2.63	3.36	2.63	3.03	N/A	N/A
Fall 1989	N/A	N/A	D/W	2.46	N/A	N/A	N/A	N/A	N/A	N/A	2.57	3.17	2.57	2.94	N/A	N/A
Fall 1990	N/A	N/A	2.20	D/W	N/A	N/A	N/A	N/A	N/A	N/A	2.56	3.29	2.56	3.17	N/A	N/A
Fall 1991	N/A	N/A	D/W	D/W	N/A	N/A	N/A	N/A	N/A	N/A	2.47	2.97	2.47	2.95	D/W	N/A
Fall 1992	N/A	N/A	D/W	2.74	N/A	N/A	N/A	N/A	N/A	N/A	2.62	3.12	2.62	3.05	D/W	N/A
SIUE SUMMARY:																
Undergraduate																
Fall 1988	2.74	3.34	1.97	2.19	2.50	2.81	2.42	2.91	2.52	2.87	2.51	2.88	2.51	2.78	2.55	2.77
Fall 1989	2.64	3.18	2.05	2.19	2.17	3.02	2.58	2.93	2.38	2.66	2.56	2.87	2.56	2.77	2.52	2.90
Fall 1990	2.83	3.38	2.06	2.22	2.63	2.74	2.50	2.96	2.56	2.82	2.57	2.89	2.57	2.78	2.49	2.86
Fall 1991	2.69	2.96	2.12	2.25	2.76	2.73	2.65	2.85	2.71	2.93	2.60	2.89	2.60	2.78	2.52	2.68
Fall 1992	2.71	3.12	2.05	2.17	2.41	2.45	2.45	2.75	2.36	2.53	2.53	2.86	2.53	2.72	2.47	2.73
Graduate																
Fall 1988	3.45	3.37	3.38	3.39	D/W	D/W	3.18	3.53	3.27	3.31	3.49	3.69	3.49	3.65	3.06	D/W
Fall 1989	3.48	3.49	3.18	3.46	D/W	D/W	3.37	3.35	3.21	3.76	3.48	3.71	3.48	3.68	3.41	3.02
Fall 1990	3.54	3.71	3.22	3.36	3.50	D/W	2.97	3.34	3.34	3.90	3.48	3.69	3.48	3.67	2.91	D/W
Fall 1991	3.46	3.57	3.31	3.40	3.65	D/W	3.44	3.62	3.37	3.51	3.48	3.69	3.48	3.66	3.46	3.65
Fall 1992	3.41	3.56	3.18	3.38	D/W	D/W	3.37	3.53	3.29	3.71	3.45	3.69	3.45	3.65	3.80	3.73

NOTES: . All cumulative grade point averages are on a four-point scale.

. Fall quarter population reflects 10th Day headcounts. Fall 1992 includes on- and off-campus enrollments; prior terms include on-campus students only.

. Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.

. Graduates include masters, specialist, doctoral and unclassified graduate students.

. N/A indicates data are not applicable; D/W indicates data withheld in categories with fewer than 3 students.

Table 2B

	Non-Resid. Alien		Black Non-Hispanic		American Ind./ Alaska Native		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students		
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	
SCHOOL OF BUSINESS:																	
Undergraduate																	
Fall 1988	100%	100%	82%	90%	D/W	D/W	100%	89%	100%	D/W	96%	98%	96%	97%	100%	D/W	
Fall 1989	83%	100%	86%	88%	N/A	D/W	100%	100%	80%	D/W	95%	98%	94%	97%	83%	D/W	
Fall 1990	100%	100%	91%	93%	N/A	D/W	100%	100%	100%	D/W	96%	98%	96%	97%	100%	100%	
Fall 1991	100%	100%	92%	89%	D/W	D/W	83%	100%	100%	D/W	95%	98%	94%	97%	100%	100%	
Fall 1992	92%	D/W	84%	91%	D/W	D/W	75%	100%	D/W	100%	95%	95%	94%	95%	86%	100%	
Graduate																	
Fall 1988	79%	100%	80%	67%	N/A	D/W	50%	D/W	60%	100%	81%	84%	80%	82%	N/A	N/A	
Fall 1989	86%	71%	74%	50%	N/A	N/A	100%	D/W	100%	D/W	85%	84%	85%	81%	N/A	N/A	
Fall 1990	82%	60%	70%	60%	N/A	N/A	100%	50%	100%	D/W	85%	85%	84%	83%	D/W	N/A	
Fall 1991	84%	88%	64%	56%	N/A	N/A	100%	D/W	D/W	D/W	83%	85%	82%	83%	N/A	N/A	
Fall 1992	74%	78%	74%	75%	N/A	N/A	100%	D/W	67%	D/W	90%	95%	88%	92%	N/A	N/A	
SCHOOL OF EDUCATION:																	
Undergraduate																	
Fall 1988	N/A	N/A	77%	91%	D/W	D/W	N/A	N/A	D/W	D/W	97%	98%	95%	98%	D/W	D/W	
Fall 1989	D/W	N/A	75%	85%	D/W	D/W	D/W	N/A	D/W	D/W	96%	98%	95%	97%	N/A	100%	
Fall 1990	N/A	N/A	82%	89%	D/W	D/W	N/A	D/W	D/W	67%	95%	99%	94%	98%	100%	100%	
Fall 1991	N/A	N/A	82%	92%	D/W	D/W	N/A	D/W	100%	100%	91%	98%	91%	98%	100%	78%	
Fall 1992	N/A	D/W	76%	88%	D/W	D/W	D/W	100%	100%	100%	92%	98%	91%	97%	100%	100%	
Graduate																	
Fall 1988	D/W	67%	100%	96%	N/A	D/W	N/A	100%	D/W	D/W	96%	99%	96%	99%	D/W	D/W	
Fall 1989	D/W	100%	100%	95%	D/W	N/A	D/W	D/W	D/W	D/W	98%	100%	98%	99%	D/W	D/W	
Fall 1990	D/W	67%	80%	89%	D/W	D/W	D/W	N/A	N/A	100%	97%	98%	97%	97%	D/W	N/A	
Fall 1991	D/W	100%	100%	94%	D/W	N/A	N/A	D/W	N/A	N/A	99%	98%	99%	98%	N/A	N/A	
Fall 1992	D/W	D/W	100%	100%	D/W	D/W	N/A	D/W	N/A	D/W	99%	100%	99%	100%	D/W	N/A	
SCHOOL OF ENGINEERING:																	
Undergraduate																	
Fall 1988	94%	D/W	67%	71%	D/W	N/A	69%	100%	83%	N/A	88%	98%	87%	96%	100%	N/A	
Fall 1989	91%	N/A	78%	88%	D/W	N/A	100%	100%	80%	N/A	93%	96%	92%	95%	82%	N/A	
Fall 1990	80%	N/A	77%	79%	D/W	N/A	83%	D/W	83%	N/A	94%	100%	92%	96%	88%	N/A	
Fall 1991	86%	D/W	69%	83%	D/W	N/A	100%	N/A	100%	N/A	96%	97%	94%	94%	100%	N/A	
Fall 1992	96%	D/W	65%	88%	D/W	D/W	75%	N/A	100%	N/A	92%	94%	90%	92%	100%	N/A	
Graduate																	
Fall 1988	74%	D/W	D/W	D/W	N/A	N/A	D/W	D/W	100%	N/A	89%	100%	85%	88%	N/A	N/A	
Fall 1989	85%	D/W	75%	N/A	N/A	N/A	86%	D/W	D/W	N/A	97%	100%	91%	100%	N/A	N/A	
Fall 1990	90%	D/W	100%	N/A	N/A	N/A	D/W	N/A	D/W	N/A	91%	75%	91%	80%	N/A	N/A	
Fall 1991	81%	100%	D/W	D/W	N/A	N/A	100%	D/W	D/W	N/A	93%	86%	88%	92%	D/W	N/A	
Fall 1992	92%	80%	100%	N/A	N/A	N/A	75%	D/W	D/W	N/A	91%	100%	92%	92%	N/A	N/A	

NOTES: . Fall quarter population reflects 10th Day headcounts. Fall 1992 includes on- and off-campus enrollments; prior terms include on-campus students only.
 . Fall 1992 figures are reported from end-of-term academic action on the new student system; prior terms reflect student standing based on academic action values reported in the old record system.
 . Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.
 . Graduates include masters, specialist, doctoral and unclassified graduate students.
 . N/A indicates data are not applicable; D/W indicates data withheld in categories with fewer than 3 students.

Table 2.B

Southern Illinois University at Edwardsville
 Percent of Students in Good Standing by Racial/Ethnic Category,
 Gender and Disability Status, by Student Level and School
 Fall Quarters, 1988 - 1992

	Non-Resid. Alien		Black Non-Hispanic		American Ind./ Alaska Native		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
SCHOOL OF SCIENCES:																
Undergraduate																
Fall 1988	100%	D/W	91%	83%	N/A	N/A	100%	50%	100%	D/W	92%	95%	93%	93%	100%	N/A
Fall 1989	86%	D/W	73%	79%	N/A	N/A	100%	100%	100%	100%	94%	94%	93%	93%	D/W	N/A
Fall 1990	100%	D/W	75%	83%	N/A	N/A	100%	100%	100%	100%	92%	97%	91%	96%	D/W	D/W
Fall 1991	100%	N/A	80%	88%	D/W	D/W	100%	100%	100%	D/W	94%	97%	93%	96%	D/W	D/W
Fall 1992	100%	D/W	83%	91%	N/A	D/W	75%	88%	83%	D/W	92%	95%	91%	94%	100%	100%
Graduate																
Fall 1988	87%	82%	100%	D/W	N/A	N/A	D/W	100%	D/W	N/A	92%	96%	92%	94%	N/A	N/A
Fall 1989	76%	83%	D/W	80%	N/A	N/A	67%	75%	D/W	N/A	85%	95%	82%	91%	N/A	N/A
Fall 1990	86%	75%	80%	50%	D/W	N/A	D/W	D/W	N/A	D/W	92%	95%	90%	89%	N/A	N/A
Fall 1991	70%	88%	57%	50%	D/W	N/A	100%	N/A	D/W	N/A	94%	93%	87%	90%	D/W	D/W
Fall 1992	100%	100%	63%	100%	N/A	N/A	100%	100%	N/A	D/W	91%	96%	91%	97%	N/A	D/W
SCHOOL OF SOCIAL SCIENCES:																
Undergraduate																
Fall 1988	D/W	N/A	75%	75%	D/W	D/W	D/W	D/W	100%	D/W	95%	94%	94%	91%	100%	100%
Fall 1989	D/W	N/A	82%	73%	D/W	N/A	N/A	N/A	D/W	N/A	95%	95%	94%	91%	100%	75%
Fall 1990	D/W	N/A	77%	82%	D/W	D/W	N/A	N/A	D/W	D/W	93%	96%	91%	93%	100%	86%
Fall 1991	D/W	D/W	77%	88%	D/W	N/A	N/A	N/A	D/W	D/W	95%	97%	94%	95%	100%	100%
Fall 1992	D/W	D/W	94%	75%	D/W	75%	100%	D/W	D/W	N/A	95%	97%	95%	92%	100%	100%
Graduate																
Fall 1988	80%	71%	100%	100%	N/A	N/A	D/W	N/A	N/A	N/A	82%	92%	84%	91%	D/W	D/W
Fall 1989	86%	100%	86%	86%	N/A	N/A	D/W	N/A	N/A	N/A	87%	90%	86%	91%	N/A	D/W
Fall 1990	80%	60%	63%	57%	N/A	N/A	D/W	N/A	D/W	N/A	94%	94%	90%	85%	D/W	D/W
Fall 1991	75%	80%	73%	76%	N/A	N/A	D/W	N/A	N/A	D/W	85%	86%	83%	84%	D/W	D/W
Fall 1992	D/W	100%	86%	87%	N/A	N/A	D/W	N/A	N/A	D/W	95%	94%	94%	93%	N/A	D/W
UNDECLARED/UNCLASSIFIED:																
Undergraduate																
Fall 1988	77%	100%	46%	62%	67%	100%	67%	89%	65%	83%	76%	87%	72%	82%	78%	77%
Fall 1989	65%	D/W	54%	63%	50%	100%	85%	81%	56%	65%	78%	85%	74%	80%	77%	91%
Fall 1990	94%	100%	54%	63%	50%	82%	70%	93%	76%	79%	78%	85%	74%	80%	67%	80%
Fall 1991	83%	91%	60%	66%	83%	63%	88%	90%	89%	92%	79%	86%	77%	81%	76%	74%
Fall 1992	77%	80%	61%	60%	67%	67%	76%	63%	68%	72%	74%	82%	71%	76%	70%	74%
Graduate																
Fall 1988	D/W	D/W	69%	82%	D/W	N/A	D/W	D/W	D/W	D/W	75%	87%	74%	86%	D/W	N/A
Fall 1989	67%	N/A	68%	79%	N/A	N/A	D/W	N/A	100%	D/W	77%	85%	75%	84%	D/W	D/W
Fall 1990	N/A	D/W	47%	65%	D/W	D/W	43%	D/W	N/A	D/W	71%	82%	68%	80%	D/W	N/A
Fall 1991	D/W	N/A	67%	70%	D/W	D/W	D/W	D/W	100%	80%	72%	86%	72%	84%	D/W	D/W
Fall 1992	D/W	D/W	60%	88%	N/A	N/A	D/W	D/W	D/W	100%	88%	96%	85%	95%	N/A	N/A

NOTES: Fall quarter population reflects 10th Day headcounts. Fall 1992 includes on- and off-campus enrollments; prior terms include on-campus students only.

Fall 1992 figures are reported from end-of-term academic action on the new student system; prior terms reflect student standing based on academic action values reported in the old record system.

Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.

Graduates include masters, specialist, doctoral and unclassified graduate students.

Southern Illinois University at Edwardsville
Percent of Students in Good Standing by Racial/Ethnic Category,
Gender and Disability Status, by Student Level and School
Fall Quarters, 1988 - 1992

Table 2B

1993 Minority, Women, and Disabled Report, page 138

	Non-Resid. Alien		Black Non-Hispanic		American Ind./Alaska Native		Asian/Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men Women		Men Women		Men Women		Men Women		Men Women		Men Women		Men Women		Men Women	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
SCHOOL OF FINE ARTS AND COMM:																
Undergraduate																
Fall 1988	D/W	100%	76%	88%	N/A	100%	N/A	D/W	100%	100%	100%	95%	95%	93%	67%	100%
Fall 1989	N/A	100%	88%	85%	N/A	D/W	100%	D/W	100%	100%	96%	96%	96%	100%	100%	100%
Fall 1990	N/A	100%	83%	78%	N/A	D/W	D/W	D/W	100%	100%	94%	98%	93%	D/W	D/W	100%
Fall 1991	D/W	80%	81%	87%	D/W	100%	D/W	100%	D/W	D/W	94%	98%	93%	83%	100%	100%
Fall 1992	D/W	100%	92%	83%	D/W	D/W	100%	D/W	100%	D/W	93%	96%	93%	100%	100%	88%
Graduate																
Fall 1988	67%	78%	50%	67%	N/A	N/A	N/A	N/A	D/W	N/A	100%	95%	93%	N/A	N/A	N/A
Fall 1989	80%	80%	D/W	100%	N/A	N/A	N/A	N/A	N/A	N/A	96%	95%	94%	N/A	N/A	D/W
Fall 1990	100%	100%	100%	91%	D/W	N/A	N/A	N/A	N/A	N/A	97%	96%	98%	N/A	N/A	N/A
Fall 1991	D/W	67%	100%	100%	D/W	D/W	N/A	D/W	D/W	D/W	87%	95%	87%	D/W	D/W	D/W
Fall 1992	100%	100%	100%	90%	D/W	D/W	D/W	D/W	N/A	N/A	88%	95%	90%	100%	N/A	N/A
SCHOOL OF HUMANITIES:																
Undergraduate																
Fall 1988	N/A	N/A	D/W	78%	N/A	N/A	D/W	D/W	N/A	N/A	100%	97%	100%	100%	D/W	N/A
Fall 1989	N/A	N/A	N/A	100%	N/A	D/W	N/A	D/W	N/A	N/A	95%	100%	95%	D/W	D/W	D/W
Fall 1990	N/A	N/A	N/A	93%	N/A	N/A	N/A	D/W	100%	N/A	95%	100%	95%	D/W	D/W	100%
Fall 1991	N/A	N/A	D/W	100%	N/A	N/A	N/A	D/W	D/W	D/W	94%	99%	95%	D/W	D/W	D/W
Fall 1992	D/W	N/A	100%	100%	N/A	N/A	N/A	D/W	N/A	N/A	93%	99%	94%	N/A	N/A	N/A
Graduate																
Fall 1988	D/W	67%	D/W	D/W	N/A	N/A	N/A	N/A	N/A	N/A	79%	95%	92%	N/A	N/A	N/A
Fall 1989	N/A	75%	N/A	100%	N/A	N/A	N/A	N/A	N/A	N/A	86%	83%	82%	N/A	N/A	N/A
Fall 1990	N/A	86%	N/A	80%	N/A	N/A	N/A	D/W	N/A	N/A	88%	94%	86%	N/A	N/A	N/A
Fall 1991	100%	100%	N/A	100%	N/A	N/A	N/A	N/A	N/A	N/A	83%	95%	89%	N/A	N/A	N/A
Fall 1992	100%	100%	N/A	83%	N/A	N/A	D/W	D/W	N/A	N/A	100%	96%	100%	D/W	D/W	D/W
SCHOOL OF NURSING:																
Undergraduate																
Fall 1988	N/A	N/A	100%	97%	N/A	N/A	N/A	100%	N/A	N/A	100%	100%	100%	100%	N/A	D/W
Fall 1989	N/A	N/A	100%	97%	N/A	N/A	N/A	100%	N/A	N/A	100%	100%	100%	N/A	N/A	D/W
Fall 1990	N/A	N/A	D/W	97%	D/W	N/A	N/A	100%	N/A	N/A	96%	100%	97%	N/A	N/A	D/W
Fall 1991	N/A	D/W	N/A	95%	D/W	N/A	N/A	100%	N/A	N/A	97%	100%	97%	D/W	100%	100%
Fall 1992	N/A	D/W	67%	86%	D/W	D/W	100%	100%	N/A	N/A	93%	97%	98%	100%	80%	80%
Graduate																
Fall 1988	N/A	D/W	N/A	90%	N/A	N/A	N/A	N/A	N/A	N/A	88%	98%	88%	N/A	N/A	N/A
Fall 1989	N/A	D/W	N/A	100%	N/A	D/W	N/A	N/A	N/A	N/A	100%	97%	96%	N/A	N/A	N/A
Fall 1990	N/A	N/A	N/A	100%	N/A	N/A	N/A	N/A	N/A	N/A	100%	94%	100%	N/A	N/A	N/A
Fall 1991	N/A	N/A	N/A	83%	N/A	N/A	N/A	N/A	N/A	N/A	100%	94%	100%	N/A	N/A	N/A
Fall 1992	N/A	N/A	D/W	100%	N/A	N/A	N/A	D/W	N/A	N/A	100%	98%	100%	N/A	N/A	N/A

NOTES: Fall quarter population reflects 10th Day headcounts. Fall 1992 includes on- and off-campus enrollments; prior terms include on-campus students only.

Fall 1992 figures are reported from end-of-term academic action on the new student system; prior terms reflect student standing based on academic action values reported in the old record system.

Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.

Graduates include masters, specialist, doctoral and unclassified graduate students.

N/A indicates data are not applicable; D/W indicates data withheld in categories with fewer than 3 students.

Table 2.B
Southern Illinois University at Edwardsville
 Percent of Students in Good Standing by Racial/Ethnic Category,
 Gender and Disability Status, by Student Level and School
 Fall Quarters, 1988 - 1992

	Non-Resid. Alien		Black Non-Hispanic		American Ind./ Alaska Native		Asian/Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
OTHER (BACH. OF LIBERAL STUDIES):																
Undergraduate Only																
Fall 1988	N/A	N/A	N/A	75%	N/A	D/W	N/A	N/A	N/A	D/W	91%	100%	91%	93%	N/A	N/A
Fall 1989	N/A	N/A	D/W	100%	N/A	N/A	N/A	N/A	N/A	N/A	89%	88%	80%	92%	N/A	N/A
Fall 1990	N/A	N/A	100%	D/W	N/A	N/A	N/A	N/A	N/A	N/A	100%	90%	100%	92%	N/A	N/A
Fall 1991	N/A	N/A	D/W	D/W	N/A	N/A	N/A	N/A	N/A	N/A	92%	78%	93%	82%	D/W	N/A
Fall 1992	N/A	N/A	D/W	100%	N/A	N/A	N/A	N/A	N/A	N/A	92%	94%	93%	95%	D/W	N/A
SIUE SUMMARY:																
Undergraduate																
Fall 1988	95%	100%	79%	81%	93%	100%	89%	91%	93%	98%	93%	96%	92%	94%	93%	96%
Fall 1989	87%	100%	71%	86%	88%	80%	97%	97%	93%	95%	93%	95%	91%	94%	92%	95%
Fall 1990	95%	100%	82%	86%	90%	76%	92%	99%	94%	93%	93%	96%	92%	94%	94%	96%
Fall 1991	95%	95%	82%	89%	98%	92%	96%	99%	99%	99%	93%	95%	92%	94%	83%	94%
Fall 1992	87%	95%	68%	70%	76%	82%	82%	83%	81%	78%	85%	91%	83%	87%	84%	89%
Graduate																
Fall 1988	73%	83%	87%	67%	D/W	D/W	80%	100%	92%	83%	87%	93%	86%	89%	67%	D/W
Fall 1989	83%	75%	82%	86%	D/W	D/W	80%	94%	90%	100%	90%	93%	89%	92%	75%	50%
Fall 1990	90%	84%	78%	74%	75%	D/W	85%	50%	100%	100%	91%	91%	90%	89%	50%	D/W
Fall 1991	72%	89%	80%	81%	100%	D/W	93%	100%	100%	95%	88%	91%	87%	90%	80%	100%
Fall 1992	91%	93%	75%	91%	D/W	D/W	95%	93%	80%	100%	92%	97%	91%	96%	100%	100%

NOTES: Fall quarter population reflects 10th Day headcounts. Fall 1992 includes on- and off-campus enrollments; prior terms include on-campus students only.

Fall 1992 figures are reported from end-of-term academic action on the new student system; prior terms reflect student standing based on academic action values reported in the old record system.

Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.

Graduates include masters, specialist, doctoral and unclassified graduate students.

N/A indicates data are not applicable; D/W indicates data withheld in categories with fewer than 3 students.

Table 3.A

Southern Illinois University at Edwardsville
Degrees Completed by Racial/Ethnic Category, Gender and Disability Status
by Student Level and School
July 1, 1987 - June 30, 1992

Table 3A

	Non-Resid. Alien		Black Non-Hispanic		American Ind./ Alaska Native		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
SCHOOL OF BUSINESS:																
Undergraduate																
FY 1988	5	3	9	17	0	0	5	7	1	3	167	200	187	230	0	1
FY 1989	1	1	11	20	0	1	5	4	2	0	168	173	187	199	1	0
FY 1990	1	0	13	9	0	0	6	5	2	1	174	176	196	191	1	0
FY 1991	0	2	14	16	0	0	5	5	4	0	169	192	192	215	1	1
FY 1992	2	3	10	20	0	0	1	3	1	1	170	169	184	196	4	0
Graduate																
FY 1988	2	4	3	3	0	0	7	0	0	1	92	48	104	56	0	0
FY 1989	7	5	4	0	0	1	3	0	1	1	96	37	111	44	0	0
FY 1990	8	3	5	3	0	0	7	2	0	0	93	51	113	59	0	0
FY 1991	10	1	6	3	0	0	7	1	4	1	71	44	98	50	0	0
FY 1992	12	7	7	4	0	0	1	0	2	0	75	44	97	55	0	0
SCHOOL OF DENTAL MEDICINE:																
Professional																
FY 1988	0	0	5	2	0	0	0	1	1	0	28	9	34	12	0	0
FY 1989	0	0	1	0	0	0	1	1	0	0	21	5	22	6	0	0
FY 1990	0	0	2	0	0	0	3	3	0	0	30	9	35	12	0	0
FY 1991	0	0	1	0	0	0	3	1	0	2	30	3	34	6	0	0
FY 1992	0	0	0	0	0	0	2	1	0	0	24	8	26	9	0	0
Specialty Certificate																
FY 1988	0	0	0	0	0	0	0	0	0	0	2	1	2	1	0	0
FY 1989	0	0	1	0	0	0	0	1	0	0	1	1	2	2	0	0
FY 1990	0	0	1	0	0	0	1	1	0	0	1	1	2	2	0	0
FY 1991	0	0	2	0	0	0	0	2	0	0	4	0	6	2	0	0
FY 1992	0	0	1	1	0	0	0	0	0	0	6	1	7	2	0	0
SCHOOL OF EDUCATION:																
Undergraduate																
FY 1988	0	0	4	11	1	1	0	0	1	1	41	160	47	173	0	2
FY 1989	0	0	5	5	1	0	0	0	1	1	29	154	36	160	1	0
FY 1990	0	0	4	4	0	1	0	0	1	0	34	197	39	202	0	2
FY 1991	0	0	4	13	0	0	1	0	0	1	32	227	37	241	0	0
FY 1992	0	0	1	17	1	2	0	0	1	0	59	313	62	332	1	1
Graduate																
FY 1988	0	0	1	9	0	1	0	0	0	1	57	143	58	154	0	0
FY 1989	0	0	1	10	0	1	1	1	0	3	47	134	49	149	0	1
FY 1990	1	1	3	10	0	1	1	2	0	1	53	130	58	145	0	0
FY 1991	0	2	4	6	0	0	0	2	0	2	40	163	44	175	0	1
FY 1992	2	1	1	9	1	1	0	0	1	0	48	165	53	176	1	1

NOTES: Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students. Graduates include masters, specialist, doctoral and unclassified graduate students.

Table 3.A
Southern Illinois University at Edwardsville
Degrees Completed by Racial/Ethnic Category, Gender and Disability Status
by Student Level and School
July 1, 1987 - June 30, 1992

	Non-Resid. Alien		Black Non-Hispanic		American Ind./ Alaska Native		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men Women		Men Women		Men Women		Men Women		Men Women		Men Women		Men Women		Men Women	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
SCHOOL OF ENGINEERING:																
Undergraduate																
FY 1988	1	0	7	2	0	0	7	2	2	0	66	10	83	14	0	0
FY 1989	8	0	3	0	0	0	6	2	1	0	83	19	101	21	0	0
FY 1990	5	0	4	0	0	0	9	0	0	0	92	12	110	12	3	0
FY 1991	3	1	5	3	0	0	6	0	0	0	105	15	119	19	4	0
FY 1992	4	0	4	4	2	0	3	1	1	0	89	17	103	22	1	0
Graduate																
FY 1988	1	0	0	0	0	0	2	0	0	0	8	0	11	0	0	0
FY 1989	1	0	0	1	0	0	1	1	0	0	10	2	12	4	0	0
FY 1990	1	1	0	0	0	0	10	0	0	0	6	0	17	1	0	0
FY 1991	5	0	1	0	0	0	4	1	0	0	7	0	17	1	0	0
FY 1992	16	1	1	0	0	0	1	0	1	0	12	1	31	2	0	0
SCHOOL OF FINE ARTS AND COMM:																
Undergraduate																
FY 1988	0	0	7	9	0	0	0	0	1	1	48	81	56	91	0	0
FY 1989	1	1	3	7	0	1	1	0	1	1	67	88	73	98	0	0
FY 1990	0	0	4	9	0	1	0	0	2	2	65	84	71	96	1	0
FY 1991	0	0	10	12	0	0	0	3	0	1	53	89	63	105	0	0
FY 1992	0	1	3	11	0	1	0	1	2	2	56	107	61	123	1	1
Graduate																
FY 1988	1	1	0	1	0	0	0	0	0	1	12	40	13	43	0	0
FY 1989	1	2	0	3	0	0	1	2	0	1	13	26	15	34	0	0
FY 1990	0	1	0	4	0	0	0	1	0	0	11	32	11	38	0	0
FY 1991	2	0	3	5	0	0	1	0	0	0	10	47	16	52	0	0
FY 1992	4	2	1	2	1	0	0	0	1	1	11	68	18	73	0	0
SCHOOL OF HUMANITIES:																
Undergraduate																
FY 1988	0	0	0	0	0	0	0	0	0	0	8	22	8	22	0	0
FY 1989	0	0	0	1	0	0	0	0	0	0	11	19	11	20	0	0
FY 1990	0	0	1	1	0	0	0	0	0	0	18	24	19	25	2	0
FY 1991	0	0	0	3	0	0	0	0	0	0	8	27	8	30	0	0
FY 1992	0	0	1	4	0	0	0	0	0	2	14	41	15	47	1	2
Graduate																
FY 1988	0	0	0	1	0	0	0	0	0	0	7	7	7	8	0	0
FY 1989	0	0	0	0	0	0	1	0	0	0	6	6	7	6	0	0
FY 1990	0	2	1	1	0	0	1	0	0	0	3	7	5	10	0	0
FY 1991	0	0	0	1	0	0	0	1	0	0	3	8	3	10	0	0
FY 1992	1	1	0	0	0	0	1	0	0	0	7	10	9	11	0	0

NOTES: Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.
 Graduates include masters, specialist, doctoral and unclassified graduate students.

Southern Illinois University at Edwardsville
Degrees Completed by Racial/Ethnic Category, Gender and Disability Status
 by Student Level and School
 July 1, 1987 - June 30, 1992

Table 3A

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	Non-Resid. Alien		Black Non-Hispanic		American Ind./ Alaska Native		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
SCHOOL OF NURSING:																
Undergraduate																
FY 1988	0	0	0	5	0	0	0	0	0	0	6	104	6	109	0	0
FY 1989	0	0	0	5	0	0	0	2	0	0	6	141	6	148	0	1
FY 1990	0	0	1	13	0	0	0	0	0	0	7	104	8	117	0	1
FY 1991	0	0	1	11	0	0	0	3	0	0	6	115	7	129	0	0
FY 1992	0	0	0	8	0	0	0	1	0	0	10	99	10	108	0	1
Graduate																
FY 1988	0	0	0	4	0	0	0	0	0	0	1	15	1	19	0	0
FY 1989	0	0	0	0	0	0	0	0	0	0	2	27	2	27	0	0
FY 1990	0	0	0	4	0	0	0	1	0	1	1	32	1	38	0	0
FY 1991	0	0	0	2	0	0	0	0	0	0	4	49	4	51	0	0
FY 1992	0	0	0	3	0	0	0	0	0	0	0	33	0	36	0	0
SCHOOL OF SCIENCES:																
Undergraduate																
FY 1988	0	0	1	3	0	0	2	1	0	0	65	45	69	49	0	0
FY 1989	1	0	4	1	0	0	2	0	1	0	55	51	63	52	0	0
FY 1990	0	0	3	6	0	0	1	1	3	1	61	34	68	42	0	0
FY 1991	1	0	3	2	0	0	1	2	1	0	60	53	66	57	1	0
FY 1992	2	0	3	4	0	0	3	2	1	0	71	57	80	63	0	0
Graduate																
FY 1988	3	0	1	1	0	0	2	0	1	0	19	4	26	5	0	0
FY 1989	2	1	1	0	0	0	0	0	0	0	8	19	11	20	0	0
FY 1990	7	5	1	1	0	0	5	2	1	0	22	13	36	21	0	0
FY 1991	6	2	0	0	0	0	2	1	0	0	14	12	22	15	0	0
FY 1992	13	1	1	0	0	0	0	0	0	0	14	18	28	19	0	0
SCHOOL OF SOCIAL SCIENCES:																
Undergraduate																
FY 1988	0	0	5	10	0	0	0	0	1	1	35	30	41	41	0	0
FY 1989	2	0	3	8	0	0	2	1	2	0	43	48	52	57	1	1
FY 1990	0	0	2	5	1	0	0	0	1	1	36	53	40	59	1	1
FY 1991	0	0	7	10	0	0	0	0	1	0	55	67	63	77	3	3
FY 1992	0	0	6	10	1	1	0	0	0	2	66	62	73	75	0	1
Graduate																
FY 1988	0	0	3	4	0	0	0	0	0	0	20	16	23	20	0	0
FY 1989	1	4	4	4	0	0	0	0	0	0	21	14	26	22	0	0
FY 1990	1	0	3	1	0	0	2	1	0	0	12	18	18	20	0	0
FY 1991	4	1	4	1	0	0	0	4	1	0	20	12	29	18	0	1
FY 1992	3	0	4	3	0	0	0	0	0	0	20	17	27	20	1	0

NOTES: Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.
 Graduates include masters, specialist, doctoral and unclassified graduate students.

Table 3.A
Southern Illinois University at Edwardsville
Degrees Completed by Racial/Ethnic Category, Gender and Disability Status
by Student Level and School
July 1, 1987 - June 30, 1992

	Non-Resid. Alien		Black Non-Hispanic		American Ind./ Alaska Native		Asian/ Pacific Islander		Hispanic		White Non-Hispanic		TOTAL		Disabled Students	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
OTHER (BACH. OF LIBERAL STUDIES):																
Undergraduate Only																
FY 1988	0	0	1	1	0	0	0	0	0	0	2	0	3	1	0	0
FY 1989	0	0	0	1	0	1	0	0	0	0	2	6	2	8	0	0
FY 1990	0	0	0	1	0	0	0	0	0	0	3	2	3	3	0	0
FY 1991	0	0	0	4	0	0	0	0	0	0	3	5	3	9	0	0
FY 1992	0	0	4	1	0	0	0	0	0	0	2	5	6	6	0	0
SIUE SUMMARY:																
Undergraduate																
FY 1988	6	3	34	58	1	1	14	10	6	6	438	652	500	730	0	3
FY 1989	13	2	29	48	1	3	16	9	8	2	464	699	531	763	3	2
FY 1990	6	0	32	48	1	2	16	6	9	5	490	686	554	747	8	4
FY 1991	4	3	44	74	0	0	13	13	6	2	491	790	558	882	9	4
FY 1992	8	4	32	79	4	4	7	8	6	7	537	870	594	972	8	6
Graduate																
FY 1988	7	5	13	25	0	1	11	1	2	3	246	283	279	318	0	0
FY 1989	12	12	12	18	0	2	7	6	1	5	225	271	257	314	0	1
FY 1990	18	13	16	24	0	1	29	13	1	2	232	293	296	346	0	0
FY 1991	27	6	21	18	0	0	17	13	5	5	203	338	273	380	0	2
FY 1992	51	13	16	22	2	1	5	1	5	1	217	365	296	403	2	1

NOTES: Undergraduates include freshmen, sophomores, juniors, seniors, fifth year (students pursuing a second bachelor's degree) and undeclared undergraduate students.
 Graduates include masters, specialist, doctoral and unclassified graduate students.

Table 3.B
 Southern Illinois University at Edwardsville
 Students Graduated, Still Enrolled, or Non-Persisting by Year of Attendance

Entering Fall Term	N	Attendance Year									
		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	
1981	75	Graduated By:	0	0	0	5	6	6	9	10	10
		Still Enrolled in:	30	24	17	9	8	8	4	3	4
		Sum	30	24	17	14	14	14	13	13	14
1982	57	Non-persisters	45	51	58	61	61	62	62	62	61
		Graduated By:	0	0	1	1	2	2	3	3	4
		Still Enrolled in:	30	23	17	15	7	7	4	4	3
1983	55	Sum	30	23	18	16	9	9	7	7	1
		Non-persisters	27	34	39	41	48	48	50	51	52
		Graduated By:	0	0	1	2	3	3	6	7	7
1984	77	Still Enrolled in:	34	26	21	13	14	11	6	6	5
		Sum	34	26	22	15	17	14	12	12	12
		Non-persisters	21	29	33	40	38	41	43	43	43
1985	72	Graduated By:	0	0	3	5	8	10	15	15	15
		Still Enrolled in:	45	34	21	14	10	7	7	2	2
		Sum	45	34	24	19	18	17	17	17	17
1986	53	Non-persisters	32	43	53	58	59	60	60	60	60
		Graduated By:	0	0	0	4	8	8	8	8	8
		Still Enrolled in:	32	24	22	18	10	10	7	7	7
1987	60	Sum	32	24	22	22	18	15	15	15	15
		Non-persisters	40	48	50	50	54	57	57	57	57
		Graduated By:	0	0	2	3	3	3	3	3	3
1988	61	Still Enrolled in:	33	19	11	9	11	11	11	11	11
		Sum	33	19	13	12	14	14	14	14	14
		Non-persisters	20	34	40	41	39	39	39	39	39
1989	56	Graduated By:	0	0	3	3	3	3	3	3	3
		Still Enrolled in:	41	38	30	15	15	15	15	15	15
		Sum	41	38	30	18	18	18	18	18	18
1990	55	Non-persisters	20	23	31	42	42	42	42	42	42
		Graduated By:	0	0	0	0	0	0	0	0	0
		Still Enrolled in:	38	23	30	15	15	15	15	15	15
1991	55	Sum	38	23	30	18	18	18	18	18	18
		Non-persisters	18	33	31	42	42	42	42	42	42
		Graduated By:	0	0	0	0	0	0	0	0	0
1992	55	Still Enrolled in:	34	23	30	18	18	18	18	18	18
		Sum	34	23	30	18	18	18	18	18	18
		Non-persisters	21	33	31	42	42	42	42	42	42

NOTES: 'N' indicates the total number of new freshmen in the designated ethnic/gender category who entered the University in each fall term.
 'Years' are comprised of summer through spring terms.
 'Sum' indicates the number of students graduated by or still enrolled during the designated year.

Table 3.B
 Southern Illinois University at Edwardsville
 Students Graduated, Still Enrolled, or Non-Persisting by Year of Attendance

Black, Non-Hispanic Females

Entering Fall Term	N	Attendance Year									
		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	
1981	150	Graduated By:	0	0	4	10	16	16	18	19	20
		Still Enrolled in:	65	44	30	20	11	5	3	4	6
		Sum	65	44	34	30	27	21	21	23	26
1982	151	Non-persisters	85	106	116	120	123	129	129	127	124
		Graduated By:	0	0	3	9	13	18	19	19	19
		Still Enrolled in:	98	61	38	28	18	6	7	3	5
1983	110	Sum	98	61	41	37	31	24	26	22	24
		Non-persisters	53	90	110	114	120	127	125	129	127
		Graduated By:	0	0	2	7	14	18	20	20	20
1984	157	Still Enrolled in:	71	45	35	22	13	6	2	1	
		Sum	71	45	37	29	27	24	22	21	
		Non-persisters	39	65	73	81	83	86	88	89	
1985	141	Graduated By:	0	0	1	7	11	15	18	18	
		Still Enrolled in:	97	65	44	26	17	10	2	2	
		Sum	97	65	45	33	28	25	20	20	
1986	141	Non-persisters	60	92	112	124	129	132	137		
		Graduated By:	0	0	0	0	6	10	10	10	
		Still Enrolled in:	73	44	34	37	25	19	19	19	
1987	123	Sum	73	44	34	37	31	29	29	29	
		Non-persisters	68	97	107	104	110	112			
		Graduated By:	0	0	1	4	16	16	16	16	
1988	104	Still Enrolled in:	88	64	46	41	20	20	20	20	
		Sum	88	64	47	45	36	36	36	36	
		Non-persisters	53	77	94	96	105				
1989	123	Graduated By:	0	0	2	12	12	12	12	12	
		Still Enrolled in:	80	67	59	46	46	46	46	46	
		Sum	80	67	61	58	58	58	58	58	
1990	129	Non-persisters	43	56	62	65					
		Graduated By:	0	0	3	3	3	3	3	3	
		Still Enrolled in:	69	51	40	40	40	40	40	40	
1991	129	Sum	69	51	43	43	43	43	43	43	
		Non-persisters	35	53	61	61					
		Graduated By:	0	0	0	0	0	0	0	0	
1992	129	Still Enrolled in:	90	69	69	69	69	69	69	69	
		Sum	90	69	69	69	69	69	69	69	
		Non-persisters	33	54							
1993	129	Graduated By:	0	0	0	0	0	0	0	0	
		Still Enrolled in:	87	87	87	87	87	87	87	87	
		Sum	87	87	87	87	87	87	87	87	
1994	129	Non-persisters	42	42	42	42	42	42	42	42	

NOTES: 'N' indicates the total number of new freshmen in the designated ethnic/gender category who entered the University in each fall term.
 'Years' are comprised of summer through spring terms.

Table 3B
 Southern Illinois University at Edwardsville
 Students Graduated, Still Enrolled, or Non-Persisting by Year of Attendance

Entering Fall Term	N	Attendance Year														
		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10						
1981	4	Graduated By:	0	0	1	1	2	2	2	2	2	2	2	2	2	
		Still Enrolled In:	4	2	1	1	0	0	0	0	0	0	0	0	0	0
		Sum	4	2	2	2	2	2	2	2	2	2	2	2	2	2
1982	2	Graduated By:	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Still Enrolled In:	2	0	0	0	0	0	0	0	0	0	0	0	0	0
		Sum	2	0	0	0	0	0	0	0	0	0	0	0	0	0
1983	2	Graduated By:	0	2	2	2	2	2	2	2	2	2	2	2	2	2
		Still Enrolled In:	2	0	0	0	0	0	0	0	0	0	0	0	0	0
		Sum	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1984	1	Graduated By:	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Still Enrolled In:	1	0	1	0	0	0	0	0	0	0	0	0	0	0
		Sum	1	0	1	0	0	0	0	0	0	0	0	0	0	0
1985	5	Graduated By:	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Still Enrolled In:	4	4	3	1	4	4	4	4	4	4	4	4	4	4
		Sum	4	4	4	4	4	4	4	4	4	4	4	4	4	4
1986	5	Graduated By:	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Still Enrolled In:	4	2	2	2	2	2	2	2	2	2	2	2	2	2
		Sum	4	2	2	2	2	2	2	2	2	2	2	2	2	2
1987	4	Graduated By:	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Still Enrolled In:	3	3	1	1	0	0	0	0	0	0	0	0	0	0
		Sum	3	3	1	1	0	0	0	0	0	0	0	0	0	0
1988	8	Graduated By:	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Still Enrolled In:	7	6	5	5	5	5	5	5	5	5	5	5	5	5
		Sum	7	6	5	5	5	5	5	5	5	5	5	5	5	5
1989	2	Graduated By:	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Still Enrolled In:	1	1	1	1	1	1	1	1	1	1	1	1	1	1
		Sum	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1990	7	Graduated By:	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Still Enrolled In:	6	6	6	6	6	6	6	6	6	6	6	6	6	6
		Sum	6	6	6	6	6	6	6	6	6	6	6	6	6	6

NOTES: 'N' indicates the total number of new freshmen in the designated ethnic/gender category who entered the University in each fall term.

'Years' are comprised of summer through spring terms.

'Sum' indicates the number of students graduated by or still enrolled during the designated year.

Table 3.B
 Southern Illinois University at Edwardsville
 Students Graduated, Still Enrolled, or Non-Persisting by Year of Attendance

Entering Fall Term	N	Attendance Year									
		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	
1981	4	Graduated By:	0	0	1	1	1	2	2	2	2
		Still Enrolled in:	3	3	2	1	1	0	0	0	0
		Sum	3	3	3	2	2	2	2	2	2
1982	5	Graduated By:	0	0	0	0	0	0	0	0	0
		Still Enrolled in:	2	3	1	1	0	0	0	0	0
		Sum	2	3	1	1	0	0	0	0	0
1983	2	Graduated By:	0	0	0	0	0	0	0	0	0
		Still Enrolled in:	2	2	1	1	0	0	0	0	0
		Sum	2	2	1	1	0	0	0	0	0
1984	3	Graduated By:	0	0	0	0	0	0	0	0	0
		Still Enrolled in:	3	3	2	2	3	3	3	3	3
		Sum	3	3	2	2	3	3	3	3	3
1985	7	Graduated By:	0	0	0	0	0	0	0	0	0
		Still Enrolled in:	3	2	2	2	2	2	2	2	2
		Sum	3	2	2	2	2	2	2	2	2
1986	5	Graduated By:	0	0	0	0	0	0	0	0	0
		Still Enrolled in:	5	2	1	1	1	1	1	1	1
		Sum	5	2	1	1	1	1	1	1	1
1987	8	Graduated By:	0	0	0	0	0	0	0	0	0
		Still Enrolled in:	4	2	1	1	0	0	0	0	0
		Sum	4	2	1	1	0	0	0	0	0
1988	2	Graduated By:	0	0	0	0	0	0	0	0	0
		Still Enrolled in:	0	0	0	0	0	0	0	0	0
		Sum	0	0	0	0	0	0	0	0	0
1989	8	Graduated By:	0	0	0	0	0	0	0	0	0
		Still Enrolled in:	6	4	4	4	6	7	7	7	7
		Sum	6	4	4	4	6	7	7	7	7
1990	2	Graduated By:	0	0	0	0	0	0	0	0	0
		Still Enrolled in:	2	2	2	2	2	2	2	2	2
		Sum	2	2	2	2	2	2	2	2	2

NOTES: 'N' indicates the total number of new freshmen in the designated ethnic/gender category who entered the University in each fall term.
 'Years' are comprised of summer through spring terms.
 'Sum' indicates the number of students graduated by or still enrolled during the designated year.

Table 3.B
 Southern Illinois University at Edwardsville
 Students Graduated, Still Enrolled, or Non-Persisting by Year of Attendance

All Other Males

Entering Fall Term	N	Attendance Year									
		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	
1981	487	Graduated By:	0	2	58	115	134	148	158	162	163
		Still Enrolled In:	325	254	180	104	62	48	34	25	21
		Non-persisters	162	231	249	268	291	291	295	300	303
1982	472	Graduated By:	0	1	64	115	141	158	164	168	171
		Still Enrolled In:	316	252	162	95	52	34	21	13	11
		Non-persisters	156	219	246	262	279	280	287	291	290
1983	427	Graduated By:	0	0	35	86	112	129	140	144	144
		Still Enrolled In:	290	230	165	99	58	35	25	23	23
		Non-persisters	137	197	227	242	257	263	262	260	260
1984	411	Graduated By:	0	0	24	72	97	111	118	118	118
		Still Enrolled In:	270	222	162	91	61	34	25	25	25
		Non-persisters	141	189	225	248	253	266	268	268	268
1985	446	Graduated By:	0	1	33	87	123	138	140	144	144
		Still Enrolled In:	294	232	177	111	62	45	34	23	23
		Non-persisters	152	213	236	248	261	263	266	266	266
1986	408	Graduated By:	0	0	32	103	136	138	140	144	144
		Still Enrolled In:	283	221	166	85	44	34	25	23	23
		Non-persisters	125	187	210	220	228	263	266	266	266
1987	420	Graduated By:	0	0	41	102	136	138	140	144	144
		Still Enrolled In:	288	240	175	107	62	45	34	23	23
		Non-persisters	132	180	204	216	261	263	266	266	266
1988	392	Graduated By:	0	1	32	102	136	138	140	144	144
		Still Enrolled In:	277	234	182	107	62	45	34	23	23
		Non-persisters	115	157	178	220	228	263	266	266	266
1989	425	Graduated By:	0	1	32	102	136	138	140	144	144
		Still Enrolled In:	296	226	182	107	62	45	34	23	23
		Non-persisters	129	198	214	220	228	263	266	266	266
1990	345	Graduated By:	0	0	32	102	136	138	140	144	144
		Still Enrolled In:	259	227	182	107	62	45	34	23	23
		Non-persisters	166	198	214	220	228	263	266	266	266

NOTES: 'N' indicates the total number of new freshmen in the designated ethnic/gender category who entered the University in each fall term.

'Years' are comprised of summer through spring terms.

'Sum' indicates the number of students graduated by or still enrolled during the designated year.

'All Other Males' includes the ethnic categories of American Indian/Alaskan Native, Asian/Pacific Islander, Non-Resident Alien and White Non-Hispanic.

Table 3.B
Southern Illinois University at Edwardsville
Students Graduated, Still Enrolled, or Non-Persisting by Year of Attendance

All Other Females

Entering Fall Term	N	Attendance Year									
		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	
1981	476	Graduated By:	0	2	70	147	169	174	179	183	187
		Still Enrolled in:	321	245	148	63	36	25	17	21	18
		Sum	321	247	218	210	205	199	196	204	205
1982	471	Non-persisters	155	229	258	266	271	277	280	272	271
		Graduated By:	0	1	78	159	186	192	198	202	208
		Still Enrolled in:	331	260	162	69	33	29	16	19	11
1983	567	Sum	331	261	240	228	219	221	214	221	219
		Non-persisters	140	210	231	243	252	250	257	250	252
		Graduated By:	0	2	84	185	214	227	240	249	240
1984	448	Still Enrolled in:	411	313	205	88	47	33	20	16	11
		Sum	411	315	289	273	261	260	260	265	260
		Non-persisters	156	252	278	294	306	307	307	302	307
1985	485	Graduated By:	0	2	82	147	177	197	198	198	198
		Still Enrolled in:	317	265	164	80	45	19	17	17	17
		Sum	317	267	246	227	222	216	215	215	215
1986	519	Non-persisters	131	181	202	221	226	232	233	233	233
		Graduated By:	0	1	86	164	191	212	212	212	212
		Still Enrolled in:	354	291	180	96	59	36	36	36	36
1987	529	Sum	354	292	266	260	250	248	248	248	248
		Non-persisters	165	193	219	225	235	237	237	237	237
		Graduated By:	0	0	70	171	210	210	210	210	210
1988	542	Still Enrolled in:	379	296	201	90	51	51	51	51	51
		Sum	379	296	271	261	261	261	261	261	261
		Non-persisters	150	211	248	258	258	258	258	258	258
1989	504	Graduated By:	0	3	91	206	206	206	206	206	206
		Still Enrolled in:	399	317	220	96	96	96	96	96	96
		Sum	399	318	311	302	302	302	302	302	302
1990	421	Non-persisters	143	221	234	227	227	227	227	227	227
		Graduated By:	0	1	111	111	111	111	111	111	111
		Still Enrolled in:	373	307	197	96	96	96	96	96	96
1991	421	Sum	373	308	308	302	302	302	302	302	302
		Non-persisters	131	196	234	227	227	227	227	227	227
		Graduated By:	0	1	111	111	111	111	111	111	111
1992	421	Still Enrolled in:	329	307	197	96	96	96	96	96	96
		Sum	329	308	308	302	302	302	302	302	302
		Non-persisters	92	196	234	227	227	227	227	227	227

NOTES: 'N' indicates the total number of new freshmen in the designated ethnic/gender category who entered the University in each fall term.

'Years' are comprised of summer through spring terms.

'Sum' indicates the number of students graduated by or still enrolled during the designated year.

Table 4.A
Southern Illinois University at Edwardsville
Headcount Employment of Faculty and Administrative Staff: All Employees
by Racial/Ethnic Category and Gender

	Black Non-Hisp.		Amer. Ind./ Alaskan Nat.		Asian/Pac Islander		Hispanic		White Non-Hisp.		TOTAL	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
EXECUTIVE/ADMINISTRATIVE/MANAGERIAL:												
Fall 1983	7	14	0	0	1	0	0	0	124	35	132	49
Fall 1985	7	13	0	0	2	0	0	1	126	35	135	49
Fall 1987	7	12	0	0	2	0	1	0	132	43	142	55
Fall 1989	8	12	0	0	3	0	1	0	132	48	144	60
Fall 1991	9	13	0	0	6	0	1	0	126	59	142	72
FACULTY:												
Fall 1983	17	13	0	0	18	2	1	1	383	144	419	160
Fall 1985	12	10	0	0	22	3	1	1	380	178	415	192
Fall 1987	11	11	0	0	29	1	1	2	370	180	411	194
Fall 1989	12	11	0	0	26	3	1	2	360	197	399	213
Fall 1991	19	13	0	0	27	2	1	2	329	207	376	224
PROFESSIONAL NON-FACULTY:												
Fall 1983	27	76	0	0	3	1	0	0	90	94	120	171
Fall 1985	23	56	0	0	2	0	1	0	84	104	110	160
Fall 1987	22	37	0	0	4	2	1	0	102	117	129	156
Fall 1989	25	40	0	0	5	4	0	0	74	91	104	135
Fall 1991	22	52	0	0	3	2	0	0	82	107	107	161
SECRETARIAL/CLERICAL:												
Fall 1983	1	27	0	0	0	0	0	0	9	288	10	315
Fall 1985	3	24	0	0	0	0	0	1	11	307	14	332
Fall 1987	4	21	0	0	0	0	0	0	10	226	14	247
Fall 1989	6	36	0	0	0	0	0	0	29	354	35	390
Fall 1991	7	45	0	0	0	0	0	0	31	369	38	414
TECHNICAL/PARA-PROFESSIONAL:												
Fall 1983	6	25	0	0	0	1	0	1	54	59	60	86
Fall 1985	7	51	0	0	0	2	0	1	66	72	73	126
Fall 1987	7	61	0	0	0	1	1	3	50	65	58	130
Fall 1989	7	69	0	0	0	2	0	0	47	82	54	156
Fall 1991	13	76	0	0	0	2	0	6	45	89	58	173

Table 4.A
Southern Illinois University at Edwardsville
Headcount Employment of Faculty and Administrative Staff: All Employees
by Racial/Ethnic Category and Gender

	Black Non-Hisp.		Amer. Ind./ Alaskan Nat.		Asian/Pac Islander		Hispanic		White Non-Hisp.		TOTAL	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
SKILLED CRAFT:												
Fall 1983	2	0	0	0	0	0	0	0	70	0	72	0
Fall 1985	3	0	0	0	0	0	0	0	78	0	81	0
Fall 1987	2	0	0	0	0	0	0	0	63	0	65	0
Fall 1989	2	0	0	0	0	0	0	0	70	0	72	0
Fall 1991	2	0	0	0	0	0	0	0	64	0	66	0
SERVICE MAINTENANCE:												
Fall 1983	13	11	0	0	2	0	0	0	92	47	107	58
Fall 1985	14	11	0	0	2	0	1	0	143	56	160	67
Fall 1987	19	9	0	0	1	0	0	0	96	47	116	56
Fall 1989	30	10	0	0	1	0	0	0	122	51	153	61
Fall 1991	37	27	0	0	2	1	0	0	118	62	157	90
ALL SIUE EMPLOYEES:												
Fall 1983	73	166	0	0	24	4	1	2	822	667	920	839
Fall 1985	69	165	0	0	28	5	3	4	888	752	988	926
Fall 1987	72	151	0	0	36	4	4	5	823	678	935	838
Fall 1989	90	178	0	0	35	9	2	5	834	823	961	1015
Fall 1991	109	226	0	0	38	7	2	8	795	893	944	1134

Graduate Assistants are not included.

Table 4.B
Southern Illinois University at Edwardsville
Headcount Employment of Faculty and Administrative Staff: New Hires Only
by Racial/Ethnic Category and Gender

	Black Non-Hisp.		Amer. Ind./ Alaskan Nat.		Asian/Pac Islander		Hispanic		White Non-Hisp.		TOTAL	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
EXECUTIVE/ADMINISTRATIVE/MANAGERIAL:												
Fall 1983	0	1	0	0	0	0	0	0	0	0	0	1
Fall 1985	0	1	0	0	0	0	0	0	1	1	1	2
Fall 1987	0	0	0	0	0	0	0	0	2	3	2	3
Fall 1989	0	0	0	0	0	0	0	0	7	3	7	3
Fall 1991	0	0	0	0	0	0	0	0	2	1	2	1
FACULTY:												
Fall 1983	0	0	0	0	0	1	0	0	4	8	4	9
Fall 1985	0	0	0	0	1	0	0	0	16	8	17	8
Fall 1987	0	0	0	0	5	0	0	0	12	12	17	12
Fall 1989	0	1	0	0	4	2	0	0	9	12	13	15
Fall 1991	2	0	0	0	1	0	0	0	7	7	10	7
PROFESSIONAL NON-FACULTY:												
Fall 1983	1	0	0	0	0	0	0	0	2	4	3	4
Fall 1985	0	6	0	0	0	0	0	1	4	6	4	13
Fall 1987	1	3	0	0	0	0	0	0	9	4	10	7
Fall 1989	2	4	0	0	1	2	0	0	0	6	3	12
Fall 1991	1	0	0	0	1	0	0	0	0	14	2	14
SECRETARIAL/CLERICAL:												
Fall 1983	0	2	0	0	0	0	0	0	0	18	0	20
Fall 1985	1	3	0	0	0	0	0	0	1	23	2	26
Fall 1987	0	4	0	0	0	0	0	0	0	14	0	18
Fall 1989	1	2	0	0	0	0	0	0	1	15	2	17
Fall 1991	0	1	0	0	0	0	0	0	2	13	2	14
TECHNICAL/PARA-PROFESSIONAL:												
Fall 1983	0	3	0	0	0	1	0	0	4	2	4	6
Fall 1985	1	6	0	0	0	0	0	0	8	7	9	13
Fall 1987	1	5	0	0	0	0	0	0	0	5	1	10
Fall 1989	0	6	0	0	0	0	0	0	2	2	2	8
Fall 1991	1	2	0	0	0	0	0	0	3	3	4	5

Table 4.B
Southern Illinois University at Edwardsville
Headcount Employment of Faculty and Administrative Staff: New Hires Only
by Racial/Ethnic Category and Gender

	Black Non-Hisp.		Amer. Ind./ Alaskan Nat.		Asian/Pac Islander		Hispanic		White Non-Hisp.		TOTAL	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
SKILLED CRAFT:												
Fall 1983	0	0	0	0	0	0	0	0	3	0	3	0
Fall 1985	1	0	0	0	0	0	0	0	8	0	9	0
Fall 1987	0	0	0	0	0	0	0	0	3	0	3	0
Fall 1989	0	0	0	0	0	0	0	0	7	0	7	0
Fall 1991	0	0	0	0	0	0	0	0	2	0	2	0
SERVICE MAINTENANCE:												
Fall 1983	2	0	0	0	0	0	0	0	4	0	6	0
Fall 1985	4	2	0	0	0	0	0	0	14	2	18	4
Fall 1987	6	0	0	0	0	0	0	0	1	3	7	3
Fall 1989	2	0	0	0	0	0	0	0	7	1	9	1
Fall 1991	1	0	0	0	1	0	0	0	2	0	4	0
ALL NEWLY-HIRED SUIE EMPLOYEES:												
Fall 1983	3	6	0	0	0	2	0	0	17	32	20	40
Fall 1985	7	18	0	0	1	0	0	1	52	47	60	66
Fall 1987	8	12	0	0	5	0	0	0	27	41	40	53
Fall 1989	5	13	0	0	5	4	0	0	33	39	43	56
Fall 1991	5	3	0	0	3	0	0	0	18	38	26	41

Graduate Assistants are not included.

Table 5.A
Southern Illinois University at Edwardsville
Headcount Employment of RAMP Administrators
by Racial/Ethnic Category and Gender

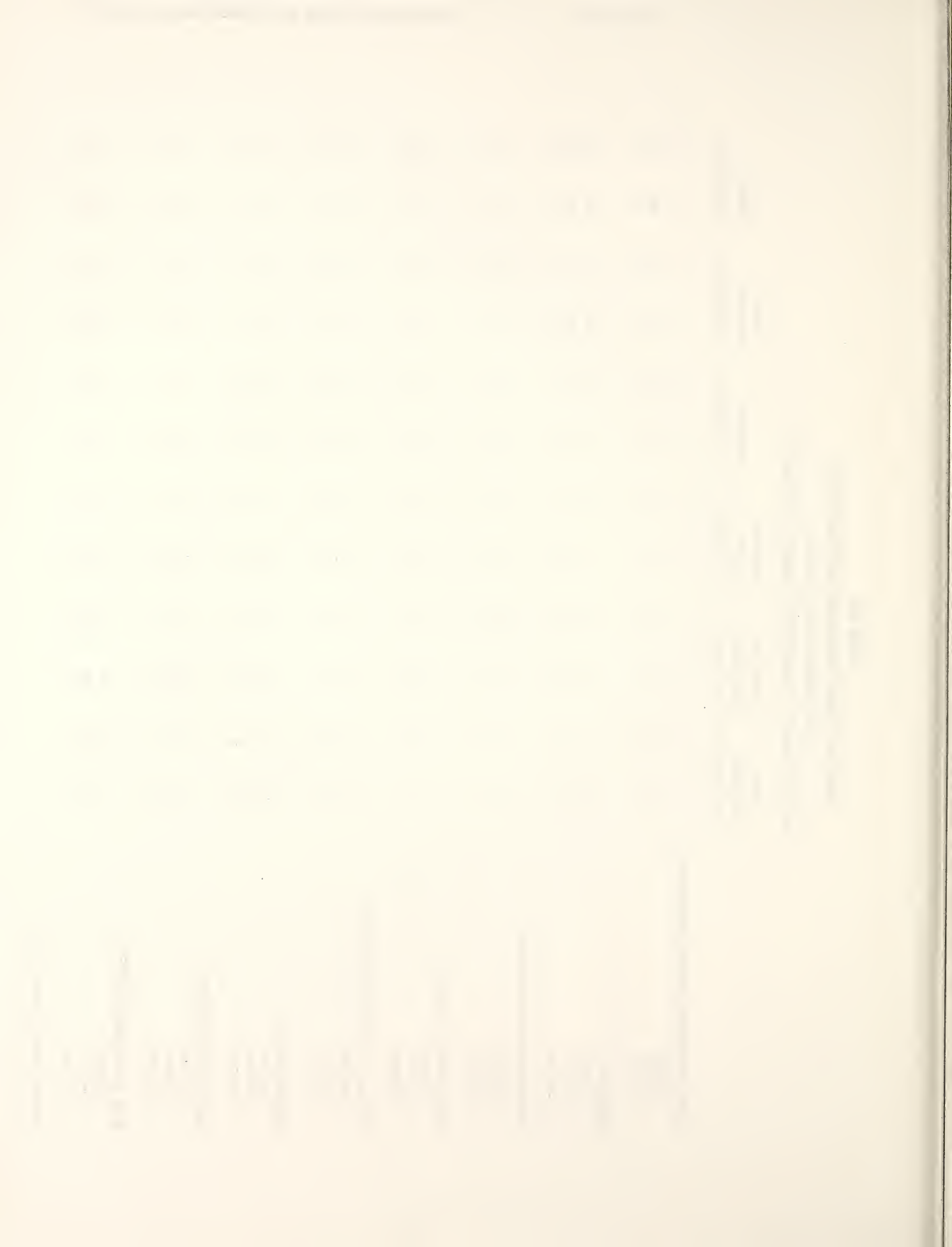
	Black Non-Hisp.		Amer. Ind./ Alaskan Nat.		Asian/Pac Islander		Hispanic		White Non-Hisp.		TOTAL	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
EXECUTIVE/ADMINISTRATIVE/MANAGERIAL:												
Fall 1988	1	2	0	0	1	0	0	0	17	2	19	4
Fall 1989	1	2	0	0	1	0	0	0	18	3	20	5
Fall 1990	1	2	0	0	1	0	0	0	17	3	19	5
Fall 1991	1	2	0	0	1	0	0	0	18	3	20	5
Fall 1992	2	2	0	0	1	0	0	0	16	3	19	5



Table 5.B
Southern Illinois University at Edwardsville
Job Classification Changes
by EEO Category, Racial/Ethnic Category and Gender

	Black Non-Hisp.		Amer. Ind. Alaskan Nat.		Asian/Pac Islander		Hispanic		White Non-Hisp.		Total	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
EXECUTIVE/ADMINISTRATIVE/MANAGERIAL:												
Fall 1990	1	2	0	0	0	0	0	0	0	0	11	7
Fall 1991	0	2	0	0	1	0	0	0	0	23	9	24
Fall 1992	1	5	0	0	1	0	1	0	0	19	10	22
FACULTY:												
Fall 1990	0	1	0	0	1	0	1	0	0	23	17	25
Fall 1991	0	1	0	0	2	0	0	0	0	20	11	22
Fall 1992	1	2	0	0	2	1	0	0	1	31	11	34
PROFESSIONAL NON-FACULTY:												
Fall 1990	1	4	0	0	0	0	0	0	0	9	13	10
Fall 1991	1	4	0	0	1	1	0	0	0	3	10	5
Fall 1992	1	0	0	0	0	0	0	0	0	6	9	7
SECRETARIAL/CLERICAL:												
Fall 1990	4	4	0	0	0	0	0	0	0	3	71	7
Fall 1991	1	3	0	0	0	0	0	0	0	4	42	5
Fall 1992	1	1	0	1	0	0	0	0	0	1	19	2
TECHNICAL/PARA-PROFESSIONAL:												
Fall 1990	0	2	0	0	0	1	0	0	3	3	7	3
Fall 1991	1	3	0	0	0	0	0	0	0	2	6	3
Fall 1992	0	3	0	0	0	0	0	0	0	0	6	0
SKILLED CRAFT:												
Fall 1990	0	0	0	0	0	0	0	0	0	2	0	0
Fall 1991	0	0	0	0	0	0	0	0	0	2	0	0
Fall 1992	0	0	0	0	0	0	0	0	0	1	0	0
SERVICE MAINTENANCE:												
Fall 1990	1	0	0	0	0	0	0	0	0	9	2	10
Fall 1991	8	2	0	0	0	0	0	0	0	7	3	15
Fall 1992	0	2	0	0	0	0	0	0	0	6	4	6
ALL SIUE EMPLOYEES:												
Fall 1990	7	13	0	0	4	1	1	3	60	117	72	134
Fall 1991	11	15	0	0	4	1	0	0	81	81	76	97
Fall 1992	4	13	0	1	3	1	1	1	64	59	72	75

Graduate Assistants are not included.



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